

Manpower Training in Canada

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MANPOWER TRAINING IN CANADA

LA FORMATION DE LA MAIN-D'OEUVRE AU CANADA



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MANPOWER TRAINING IN CANADA has been designed to assist the many individuals and organizations actively engaged in, or connected with, Canada's expanding training program to increase skilled manpower.

Its purpose is to help establish communication among those engaged in local, regional or national developments by allowing interested individuals and organizations to comment on developments within their own specific areas of endeavour.

Contributed articles or other material will be given every consideration.

LA FORMATION DE LA MAIN-D'OEUVRE AU CANADA vise à servir les nombreuses personnes et organismes qui travaillent de près ou de loin au programme de formation des travailleurs spécialisés, au Canada.

La revue s'efforce de favoriser les échanges de vues et d'idées entre les personnes et les organismes intéressés à l'activité locale, régionale ou nationale, en leur permettant de faire toutes les observations pertinentes sur le travail accompli dans leur propre domaine.

La revue prendra en considération les articles, photos, etc., qu'on voudra bien lui faire parvenir.

DEPARTMENT OF MANPOWER AND IMMIGRATION, CANADA

MINISTÈRE de la MAIN-D'OEUVRE ET DE L'IMMIGRATION, CANADA

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Sous-ministre

Incorporating Technical and Vocational Education in Canada

Antérieurement l'Enseignement technique et professionnel au Canada

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avis aux lecteurs

Si vous désirez recevoir les prochains numéros, faites inscrire votre nom ou celui de vos amis sur la liste d'envoi, en vous adressant à:

LA FORMATION DE LA MAIN-D'OEUVRE AU CANADA,

**Division de la Main-d'Oeuvre,
Ministère de la Main-d'Oeuvre et de
l'Immigration du Canada,
OTTAWA.**

a note to readers

Should you wish to have your name or names of your colleagues placed on the mailing list for subsequent issues, you are asked to communicate with:

"MANPOWER TRAINING IN CANADA,"

**Canada Manpower Division,
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Manpower policy was not talked about in the days when men were trained for one job and held that job all their working lives.

Those days are gone forever.

Today, skills become obsolete, old occupations change, and new jobs develop suddenly. Even when the general nature of a job remains the same for years, the way of doing the job probably has to be changed and relearned several times due to new technology and new equipment.

Since most of us today have to cope with employment problems brought about by a fast changing economy, the Department of Manpower and Immigration has introduced its new OTA program. One of the main objectives of the Occupational Training for Adults program is to help people meet the challenge of change by upgrading their skills.

Many men in their forties or fifties today have only a few years of formal schooling. This group is now having great difficulty in adapting to today's mechanized society.

The OTA program was designed to help not only this group of people, but anyone who needs training to raise their earning capacity and to open new job opportunities which will improve their standard of living and satisfy their need to contribute to the well-being of their community and the community's need for trained workers.

Before a person will be considered for adult occupational training, he must be at least one year past the school leaving age of the province in which he lives, have been out of school for one year, and be capable of improving his earning capacity through taking the course he has chosen. Employed apprentices need not have been out of school for a year.

An immigrant can receive training, including instruction in English or French, if it is necessary for his employment, under exactly the same conditions as any Canadian citizen.

Before OTA

In 1961, there were not many facilities where formal occupational training could be provided; consequently very few adults were trained.

OTA - Government's Answer to Adult Training

Between 1961 and 1967 about two thirds of the total federal contribution went for youth training. "Youth" is classed as the people who are still in the school system. Comparatively little money went to replace the skills that technological change was taking away from people already in the labour force. Even the part of the program intended to help the unemployed dealt mostly with young people.

OTA courses will be provided in a great variety of occupations. Basic skill development courses for improving mathematics, science or language knowledge before qualifying for a course in a particular job are also available.

Full-time courses vary from a week to a year in length depending on the needs of each occupation. Part-time courses may provide the equivalent of a year's full-time training over a longer period.

Living Allowances

The Department provides a living allowance for those taking full-time training if the trainee has been in the labour force for the past three years or if he has dependants. Being "in the labour force" includes time spent looking for employment.

The minimum allowance paid is \$35.00 per week for a single person. The maximum is \$90.00 per week. The amount paid in addition to the minimum is related to the number of dependants and whether or not he lives away from home while training.

Unemployment insurance benefits are not paid to persons in training if they get allowances, but their rights to benefits are held over in case it is needed later. Those being trained under the program who do not qualify for a living allowance are eligible for any unemployment insurance benefits to which they may be entitled.

This program is particularly useful for unemployed persons. However, many who have jobs would benefit from training too. Under the same program, the Department can also help pay the cost of apprenticeship training and occupational training that firms may offer their employees. In many cases those who are employed are reluctant to sacrifice their accumulated security to venture on an OTA course.

Consequently, one role the government plays is to help finance training in industry. In most circumstances, the training is the same sort of classroom training that might be provided in a provincial occupational training school. When necessary, the government will make substantial payments to the firm to put on a course or to keep paying workers' wages while they train.

When a province does not offer a particular course or cannot organize the required training, the federal government will turn to the private educational sector for help. This will be done only when it is agreed with the province that it is the best thing under the circumstances. This is not a new program to support private schools. The federal government will always turn first to the province for the training services needed. But if they cannot be found there, the federal government must still see that a man gets suitable training. In these circumstances, training in private institutions will be paid for by the federal government.

Under the old Technical and Vocational Training Assistance Act, the government had extensive capital cost sharing with the provinces. Since sharing depended on each province's ability to match a dollar of the federal government's with 33 cents or a dollar of its own, some provinces used a lot and some only a little. Under the phase-out arrangements, federal contributions will continue until every province has received \$800 for every youth in its 1961 population.

If a province wishes, the government will make loans at normal interest rates for the construction of adult occupational training facilities. The interest charges will be part of the training cost paid on behalf of every adult. An amount, over and above operating costs, equal to the depreciation and interest charges on the capital facilities that are used for adult training, will be paid to the province.

In this way, the province or municipality that puts up adult training facilities can have them fully paid for, including the capital and interest on the loan, over a period of time. The building will belong to the authority that erected it, but will eventually have been paid for by the federal government.

(Continued on Page 28)

On ne parlait pas de politique de main-d'oeuvre au temps où les gens étaient formés pour un emploi en particulier et occupaient cet emploi pendant toute leur vie active.

Ces temps sont révolus.

Aujourd'hui, la formation acquise devient désuète, les anciennes professions évoluent et de nouveaux emplois voient le jour de façon inattendu. Même lorsque la nature générale d'un emploi demeure la même pendant des années, il faut souvent modifier et réapprendre périodiquement la façon de faire le travail, à cause du renouvellement de la technologie et de l'équipement.

Comme nous devons presque tous, de nos jours, affronter des problèmes d'emploi suscités par une transformation rapide de l'économie, le ministère de la Main-d'oeuvre et de l'Immigration a institué son nouveau Programme de formation professionnelle des adultes (le programme "FPA"). Le but du Programme de formation professionnelle des adultes est d'aider les individus à faire face aux transformations en accroissant leur compétence.

Bien des gens dans la quarantaine ou la cinquantaine, aujourd'hui, sont passés par l'école pendant quelques années seulement. Cette catégorie particulière a actuellement beaucoup de difficulté à s'adapter à notre civilisation mécanisée.

Le programme FPA a été conçu en vue d'aider non seulement cette catégorie-là, mais toute personne qui a besoin de formation pour hausser son niveau de vie et s'ouvrir de nouvelles possibilités d'emploi qui amélioreront sa condition matérielle et répondront à son besoin de contribuer à la prospérité de la collectivité.

Pour que l'on puisse songer à admettre une personne à un cours de formation professionnelle, il faut qu'elle ait au moins un an de plus que l'âge normal de fin de scolarité dans la province où elle réside, qu'elle n'ait pas fréquenté l'école depuis un an et que le cours qu'elle a choisi lui permette effectivement d'augmenter sa capacité de gagner.

Quant à l'immigrant, il peut suivre des cours de formation, y compris des cours d'anglais ou de français si c'est nécessaire à son emploi, exactement aux mêmes conditions qu'à tout canadien.

FPA - La solution du gouvernement à la formation professionnelle des adultes

Avant le FPA

En 1961, on manquait d'installations nécessaires pour donner une formation professionnelle valable. En conséquence, très peu d'adultes suivaient des cours de formation.

Entre 1961 et 1967, environ les deux tiers de la contribution fédérale ont servi à la formation des jeunes. "Les jeunes", c'est-à-dire ceux qui n'ont pas encore quitté l'école. Les sommes versées pour remplacer les métiers enlevés à des membres de la force ouvrière par l'évolution technologique étaient minimes. Même la partie du programme visant à aider les sans-travail était orientée surtout vers les jeunes.

A présent, il y a des cours de FPA dans toutes sortes de professions. On peut également suivre des cours pour améliorer ses connaissances en mathématiques ou ses connaissances linguistiques avant de s'inscrire à un cours de formation pour un emploi particulier.

Les cours à plein temps sont de durée variable. Il y en a d'une semaine et il y en a d'une année, selon les besoins de chaque profession. Il y a aussi des cours à temps partiel qui durent plus d'un an.

Allocations de subsistance

Le Ministère verse une allocation de subsistance aux élèves inscrits à des cours à plein temps qui ont été en emploi depuis trois ans ou qui ont des personnes à leur charge.

En vertu du même programme, le Ministère aide également à payer l'apprentissage ou la formation professionnelle que des sociétés offrent à leurs employés.

L'allocation minimum est de \$35 par semaine pour un célibataire et le maximum est de \$90 par semaine.

Les élèves ne reçoivent pas de prestations d'assurance-chômage, mais leurs droits acquis de prestations restent en vigueur au cas où ils en auraient besoin plus tard. Les élèves qui n'ont pas droit à une allocation de subsistance ont évidemment droit de toucher les prestations d'assurance-chômage qui leur reviennent.

Ce programme est une chose excellente pour les sans-travail. Par ailleurs, beaucoup de per-

sonnes qui ont un emploi auraient également tout avantage à suivre des cours de formation. Dans certains cas, ceux qui ont un emploi hésitent à sacrifier la sécurité déjà accumulée pour se lancer dans un cours de FPA.

Par conséquent, l'un des rôles du gouvernement consiste à financer la formation dans l'industrie. Dans la plupart des circonstances, la formation est l'équivalent des cours qu'un sans-travail serait appelé à suivre dans une école provinciale de formation professionnelle. Le problème que pose cette sorte de formation dans l'industrie consiste surtout à persuader l'employeur d'accorder à son employé un congé payé pour suivre les cours de formation. Au besoin, le gouvernement versera des sommes considérables à la société pour qu'elle organise un cours ou continue à verser les salaires des travailleurs pendant qu'ils sont en formation.

A l'occasion, quand une province ne donne pas un cours particulier ou ne peut recruter assez d'instituteurs pour tous les élèves adultes, le gouvernement fédéral se tourne vers le secteur privé de l'éducation. Il faut auparavant que la province reconnaisse que c'est la meilleure solution dans les circonstances. Il ne s'agit pas d'une nouvelle manière de soutenir les écoles privées. Le gouvernement fédéral s'adresse toujours en premier lieu à la province pour obtenir les services de formation dont il a besoin. Mais si la province ne peut les fournir, le gouvernement fédéral voit à ce que chacun reçoive une formation valable. Dans les circonstances, les cours suivis dans une institution privée seront payés par le gouvernement fédéral.

En vertu de l'ancien Programme d'aide à la formation technique et professionnelle, le gouvernement partageait d'énormes frais d'immobilisations avec les provinces. Comme il fallait que la province verse elle-même 33 cents ou un dollar chaque fois que le gouvernement fédéral versait un dollar, certaines provinces avaient beaucoup de dépenses et d'autres très peu. En vertu des ententes à décroissance progressive, les contributions fédérales vont continuer jusqu'à ce que chaque province ait reçu \$800 pour chaque jeune qui faisait partie de sa population en 1961.

Quant aux provinces qui ont dépensé leur \$800 par personne, l'argent leur sera accordé pour construire des installations de formation à l'intention des adultes appelés à suivre leurs cours.

Par conséquent, chaque province recevra, en plus des frais d'exploitation ordinaires, un montant égal à l'amortissement et aux intérêts à payer sur les sommes immobilisées par l'aménagement d'installations qui servent à la formation des adultes. Les frais d'immobilisations seront payés selon l'utilisation faite des installations. Si la province le désire, le gouvernement accordera des prêts aux taux d'intérêt ordinaires pour la construction d'installations de formation. Les intérêts feront partie du coût de formation payé pour chaque adulte.

De cette façon, la province ou la municipalité qui aménage des installations de formation peut les faire payer en entier, sur une certaine période, y compris le capital et l'intérêt. L'édifice appartiendra à l'autorité qui l'a fait construire, mais sera éventuellement payé par le gouvernement fédéral.

C'est seulement en évaluant la somme des services de formation qui seront nécessaires, et où, et quand, qu'une province peut prendre des décisions logiques au sujet des installations dont elle aura besoin. Il est très évident que le gouvernement fédéral a la responsabilité de fournir aux provinces tous les renseignements dont elles ont besoin comme base de leur appréciation.

Ces besoins exigent une organisation particulièrement prudente pour les fins de la formation dans l'industrie. Le gouvernement fédéral prévoit

avoir beaucoup à faire dans ce domaine. Certaines provinces ont des programmes déjà très actifs. La seule façon d'être certains que nous ne nous nuirons pas mutuellement, c'est de confier à quelqu'un la responsabilité bien précise d'y voir.

Pour chaque province, le gouvernement fédéral a désigné un homme dont le poste dépendra de la mesure dans laquelle il voit à ce que la province soit pleinement informée et consultée au sujet de tout ce qui a trait à la formation.

Le gouvernement fédéral ne signera jamais un contrat de formation avec une société avant d'avoir donné tous les renseignements voulus à la province et avant que la province ait approuvé le contenu des cours de formation. Si la province a déjà elle-même un programme actif et si elle accepte la solution, un régime de contrats conjoints sera mis au point afin de s'assurer les meilleurs programmes possible et pour empêcher que des sociétés ne fassent du marchandage auprès des gouvernements à tour de rôle.

Plutôt que d'ériger une machine qui doublerait les services disponibles, le gouvernement fédéral remboursera la province pour l'organisation des services d'administration et de surveillance de la formation dans l'industrie. Il ne servirait à rien de mettre sur pied un appareil qui ferait double emploi avec les services provinciaux déjà existants.



Wilderness Area Used as Classroom to Train Heavy Equipment Operators

Heavy bush and muskeg make a tough training ground, but Alberta's Department of Education has taken advantage of wilderness conditions to train heavy equipment operators in the same environment in which they are likely to find jobs. Men with these skills are among those needed to develop northern areas of the province, rich in natural resources but sparsely settled.

The training ground mapped out was a ten-acre site at Camp No. 4 on the Alberta Resources Railway, which was slowly advancing through rugged country to the Smoky Lake coal deposits 111 miles northwest of Solomon, Alberta. Trailer facilities for living and classroom accommodation, six instructors and six pieces of heavy equipment were provided by the Mannix Company, one of the railway contractors on the \$40 million project.

Generous allowances, ranging from \$50 to \$88 a week, were paid 43 trainees under a federal-provincial agreement. The Alberta Division of Vocational Education supplied course directors and supervisors for the guidance and instruction of the trainees referred by the federal Department of Indian Affairs and by employment agencies. The men are also being assisted to find employment by the Canada Manpower Centres.

Each day, during the four-week program, the men spent six hours gaining practical experience on heavy equipment and three hours learning how to maintain it. To each man this meant working in teams of five on D8 caterpillars, No. 12 graders, No. 631 scrapers and then taking classroom instruction in groups of fifteen.

During the first three weeks each man had an opportunity to develop skills on each type of equipment. He then concentrated on the equipment for which he showed the greatest aptitude. Film strips and demonstrations were used in classroom sessions to help the men, several of whom had no previous formal education or training. The course included instruction on oil and fuel filters, oil pressures, running temperatures, lubrication, and proper starting and stopping procedures.

On completion of the course, trainees were presented with certificates recording the number of man-hours of training on heavy equipment and

classroom instruction. The Alberta Department of Education plans to evaluate the experimental training program. In the meantime a broad clearing deep in bush and muskeg country is testimony to a new trail broken in the field of education.

— Reprinted from *"Within Our Borders"*
(Alberta Government Publication).

Flood Creek ravine showing giant pipe to divert creek.
— Alberta Government photograph, Department of Industrial Development, Edmonton, Alberta

The Mannix Company where the men lived in trailers and where classroom sessions were conducted.



L'Éducation des Adultes au Québec

par GÉRARD BINETTE,

*Directeur Régional-Éducation permanente,
Commission scolaire régionale de l'Outaouais.*

La destruction de l'humanité et la conquête de l'espace sont devenues deux possibilités technologiques de notre temps. Conscient de ces deux possibilités, l'homme cherche plus que jamais à assurer sa survivance. Et il n'est pas question de survie que pour les plus doués seulement; ou bien, nous survivons ensemble, ou bien, nous périssons ensemble. Cette survie exige que les peuples se connaissent davantage et apprennent à vivre ensemble dans la paix et la concorde. Apprendre et connaître deviennent alors des impératifs pour tous. Le respect mutuel, la bonne entente, la sympathie sont des qualités que l'ignorance ne connaît guère parce qu'elles sont les fruits de la culture. De là, l'importance nouvelle d'une Éducation permanente dans notre monde divisé si nous voulons établir une meilleure compréhension sur le plan international.

— (Extrait de la Conférence mondiale
sur l'Éducation des adultes, Paris,
UNESCO, 1961.)

Par l'entremise du ministère de la Main-d'oeuvre et de l'Immigration, le Canada, fait, pour sa part, un effort sérieux dans le domaine de la formation des adultes. En plus de verser des allocations de formation et "d'acheter" les services de formation aux provinces, le programme fédéral va jusqu'à aider celles-ci à acheter les bâtiments et le matériel nécessaire à cette formation en leur prêtant l'argent pour l'achat ou la construction de Centres à l'intention des adultes. Le programme de formation professionnelle des adultes constitue la preuve tangible que le gouvernement du Canada reconnaît ses responsabilités dans les questions qui concernent la main-d'oeuvre existante, c'est-à-dire l'emploi, la productivité et la croissance économique.

Dans la "Belle Province", tout un réveil est en voie de s'opérer à l'heure présente en ce qui a trait à l'Éducation des adultes. En janvier 1966, le Ministère de l'Éducation donnait suite à une recommandation du Rapport Parent et nommait M. Fernand Jolicoeur à la Direction générale de l'Éducation permanente. Dès son entrée en fonction, le nouveau directeur se vit confier une double tâche: bâtir d'abord les structures nécessaires à l'application des politiques d'Éducation des adultes et s'attaquer en même temps au coeur du problème que constitue la pédagogie propre à cette clientèle particulière.

I — STRUCTURES INTERNES:

La Direction de l'Éducation permanente, qui comprend un personnel d'environ deux cents employés, s'occupe déjà de six services:

1. Le Service de formation professionnelle dont la préoccupation majeure est d'intégrer en un programme compréhensif, la récupération et le perfectionnement scolaires et professionnels.
2. Le Service de culture générale dont la tâche consiste à favoriser l'introduction d'éléments de formation sociale et culturelle dans les programmes d'enseignement formel des adultes.
3. Le Service de cours par correspondance qui offre déjà des cours de formation professionnelle et commerciale.
4. Le Service des loisirs et des sports qui voit à promouvoir l'organisation de loisirs créateurs et d'activités sportives bénévoles.
5. Le Service de recherches a comme fonction d'inventorier les ressources et les besoins d'Éducation des adultes chez nous, d'intensifier les facteurs déterminants d'une pédagogie de l'éducation des adultes, de conduire et d'évaluer les expériences sur les méthodes de formation, le matériel didactique, l'entraînement des professeurs d'adultes, etc.
6. Enfin, le Service d'administration générale est responsable du budget, du personnel et de l'équipement. Il est le moteur qui anime la machine et lui permet de donner le rendement auquel on est en droit de s'attendre.

II — STRUCTURES EXTERNES:

La Direction générale de l'Éducation permanente attache cependant autant d'importance à aider à la structuration et à la coordination des organismes non gouvernementaux qui collaborent avec elle à l'organisation des services d'Éducation des adultes. Son premier geste à cet égard a été de réglementer la participation des Commissions scolaires aux programmes d'Éducation des adultes du Ministère.

1 — Programme du cours:

A. Cours de récupération scolaire:

Les Commissions scolaires peuvent organiser, pour le compte du Ministère, des cours de récupération scolaire de la 1^{ère} à la 11^e année inclusivement, selon le calendrier et

l'horaire qui leur conviennent le mieux, à temps partiel à l'intention des travailleurs, ou à plein temps à l'intention des adultes sans emploi, à condition:

- a) d'organiser des classes d'un minimum de vingt élèves, tout cas spécial devant être soumis au surveillant régional des Cours d'adultes dont le nom et l'adresse sont donnés;
- b) de soumettre à l'avance leurs projets, pour approbation, à la Direction générale de l'Éducation permanente par l'entremise du surveillant régional affecté à cette tâche;

B. Cours de formation professionnelle:

Les Commissions scolaires peuvent organiser, pour le compte du Ministère des Cours de formation professionnelle, à temps partiel, à l'intention des travailleurs, ou à plein temps, à l'intention des adultes sans emploi, à condition:

- a) de coordonner leur action avec les autres organismes publics existants: Écoles de métiers, Instituts de technologie, Centres d'apprentissage;
- b) de soumettre à l'avance leurs projets, pour approbation, à la Direction générale de l'Éducation permanente;

C. Cours de culture générale:

Les Commissions scolaires peuvent organiser des cours de formation sociale, culturelle, artistique, des cours d'arts domestiques, de langues, etc. . . ., à l'intention des adultes, à condition:

- a) de soumettre à l'avance leurs projets, pour approbation, à la Direction générale de l'Éducation permanente;
- b) de fournir, dans chaque cas, une description sommaire du cours, le nom des professeurs, le nombre d'heures de cours, les dates des cours, le nombre d'inscriptions prévues et toute autre information nécessaire.

2 — Financement

Compte tenu des dépenses qu'il a lui-même effectuées dans le passé pour de telles activités, le Ministère établit comme suit les montants qu'il rembourse aux Commissions scolaires.

A. *Cours de récupération scolaire à temps partiel et de culture générale:*

Un montant de \$10.00 l'heure de cours est accordé aux Commissions scolaires pour des cours de formation sociale, culturelle, artistique et des cours d'arts domestiques ou de langues. Ces dernières devront payer leurs professeurs, l'aide cléréal nécessaire, le service de concierge, etc. . . . Répétons que ces cours doivent être préalablement acceptés par la Direction générale de l'Éducation permanente.

B. *Cours de récupération scolaire à plein temps:*

Pour chacune des classes de récupération scolaire à plein temps, à l'adresse des adultes sans emploi, les Commissions scolaires reçoivent une allocation de \$275.00 par semaine. Toutefois, une entente doit être conclue, dans tous les cas, avec la Direction générale de l'Éducation permanente.

C. *Cours de formation professionnelle:*

Une allocation jour-élève est allouée aux Commissions scolaires pour les cours qu'elles organisent. Dans chaque cas, une entente doit être conclue avec la Direction générale de l'Éducation permanente. Pour faciliter l'administration des cours offerts aux adultes, on insiste auprès des Commissions scolaires pour qu'elles soumettent le plus tôt possible à la Direction générale de l'Éducation permanente, le plan d'action qu'elles entendent suivre au cours de l'année. Ce plan indique le nombre de classes qu'elles projettent ouvrir, le nombre d'heures d'enseignement qu'elles donnent, le nombre d'inscriptions qu'elles prévoient, ainsi que le nom et le titre du responsable du programme d'éducation des adultes.

D. *A la régionale de l'Outaouais*

À la Commission scolaire régionale de l'Outaouais, dont le territoire s'étend sur une distance de 132 milles, le long de la rivière du même nom, depuis Gatineau jusqu'à Chapeau (Pontiac), 3,000 adultes ont bénéficié de cours pendant l'année scolaire 1966-67. On peut dire que chez la population adulte de la Régionale, une personne sur 25 s'intéresse à suivre des cours et le nombre va grandissant. Le tableau suivant donne une image assez exacte de la répartition de ces cours, du nom-

bre de classes ainsi que du nombre d'élèves-adultes.

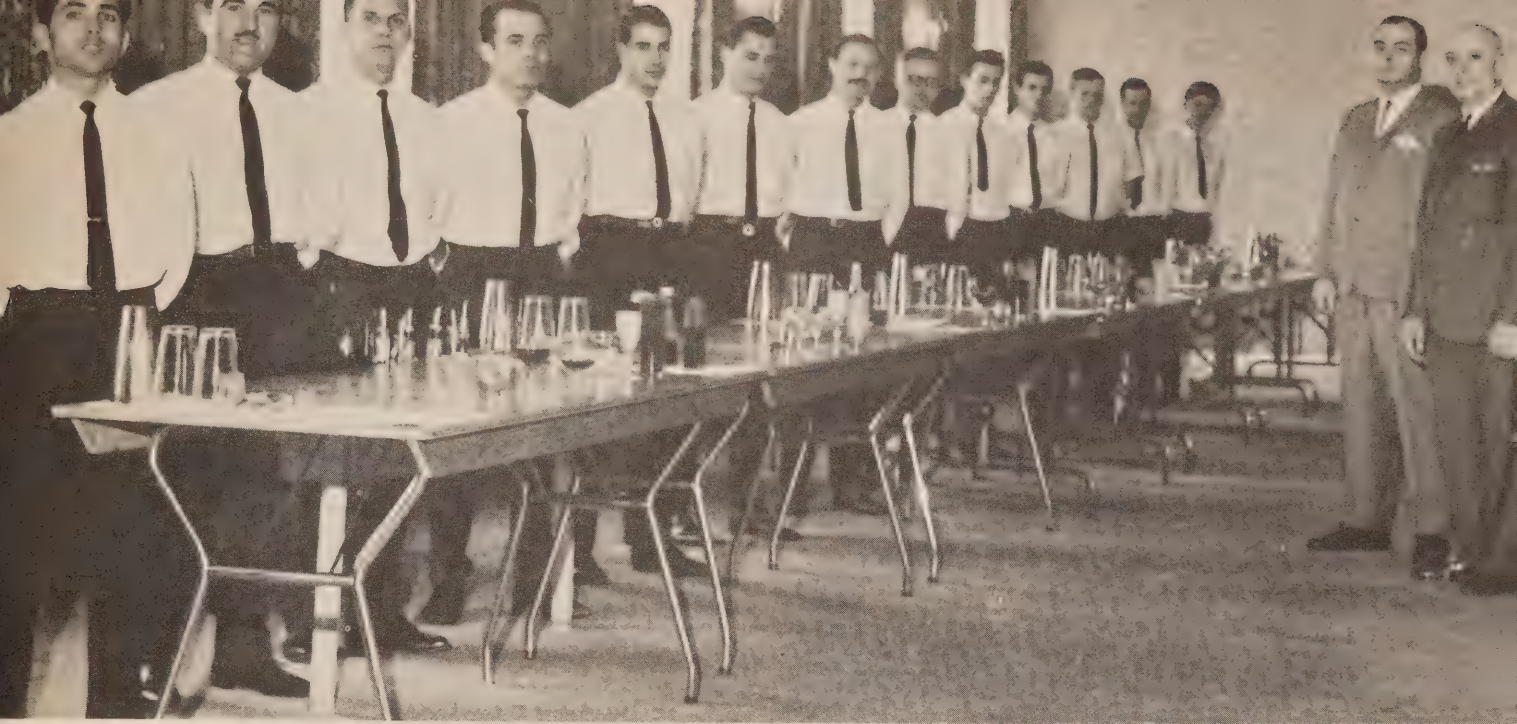
<i>Cours</i>	<i>N. de classes</i>	<i>N. d'élèves-adultes</i>
Cours de récupération scolaire de la 1 ^{ère} à la 12 ^{ième} année	41	895
Cours de langue	18	422
Cours spéciaux	17	720
Cours d'arts domestiques ...	53	787
Cours de pré-emploi	9	186
TOTAL	138	3,010

En récupération scolaire, c'est au niveau des 9^e, 10^e et 11^e années du cours que se situe le plus fort contingent d'élèves. Si les inscriptions sont nombreuses, il faut ajouter que tous ne persévèrent pas jusqu'à la fin pour de multiples raisons dont il nous faut chercher la cause autant chez l'élève-adulte que chez le personnel enseignant. Pressé par le temps et les circonstances, l'adulte désire bien obtenir un diplôme ayant sa pleine valeur mais il oublie trop souvent que tout prend du temps et de l'effort. D'autre part, le professeur qui s'adresse à une classe adulte comme à ses élèves réguliers "perd son latin et ses auditeurs". C'est là un domaine qui prête à d'amples recherches à l'heure présente de la part des responsables.

Près de 300 adultes de langue française profitent des cours d'anglais afin de se perfectionner dans la langue de Shakespeare alors que 150 personnes de langue anglaise se familiarisent avec celle de Racine et de Molière. Pour la première fois cette année, nous avons eu une classe d'espagnol qui fut suivie avec beaucoup d'assiduité et d'intérêt. Il est possible qu'on établisse des classes de russe et d'allemand l'an prochain.

Par cours spéciaux, il faut entendre tous ces cours non réguliers où l'instinct créateur et l'esprit de recherche de chacun trouvent développement et satisfaction. Ce sont les cours d'art dramatique, peinture, décoration intérieure, reliure, catéchèse ainsi que les cours de travaux manuels éducatifs: céramique, mosaïque, émaux sur cuivre, cuir ciselé, etc.

Les cours d'arts domestiques sont fort populaires, et suivis d'une façon remarquable. Cinquante classes de couture furent organisées dans treize centres différents à travers la Régionale,



DIX-SEPT ADULTES REÇOIVENT LEUR DIPLÔME — A l'issue d'un cours théorique et pratique, de huit semaines, 17 élèves-adultes ont reçu leur diplôme de barman du ministère de l'Éducation du Québec par l'entremise de la Commission scolaire régionale de l'Outaouais. On voit dans la photo 13 des 17 diplômés en présence de MM. Gérard Bêland (à gauche) et Achille Goyette, respectivement professeur et responsable du cours. C'est la première fois au Québec qu'un tel cours est donné par l'intermédiaire d'une Régionale.

et ce nombre devra doubler au cours de l'année 1967-68 si l'on veut répondre à la demande. Il y aura aussi des cours de tissage et d'art culinaire.

Les cours de pré-emploi ou recyclage de la main-d'oeuvre connaissent un intérêt grandissant depuis la nouvelle entente fédérale-provinciale, d'autant plus que l'élève-adulte répondant aux conditions d'admissibilité, reçoit une allocation variant de \$35. à \$90. par semaine, selon qu'il est célibataire ou marié avec dépendants.

C'est ainsi qu'au cours de l'année 1966-67, il y eut suffisamment d'adeptes pour former les classes suivantes:

7^e année, 2 classes; durée des cours: 18 semaines.

9^e année, 3 classes; durée des cours: 20 semaines.

10^e année, 1 classe; durée des cours: 22 semaines.

Pratique de Bureau, 1 classe; durée des cours: 24 semaines.

Service des boissons, 2 classes; durée des cours: 8 semaines.

Avec le Service des boissons, c'est un cours complet d'hôtellerie que nous envisagions mettre sur pied, cours comprenant celui d'aide-chef cuisinier aussi bien que celui de Service de table. Nul part, cependant, nous fut-il possible de trouver l'espace que requiert l'organisation de tels cours. Pourtant, à cause de la mission touristique de l'Ouest de la province, il serait dans l'ordre que Hull possède son école d'hôtellerie et de tourisme. Décidément, pour cette raison et combien d'autres, un Centre ou une École exclusivement pour adultes s'impose dans notre milieu.

Concernant le pré-emploi ou recyclage de la main-d'oeuvre, ces cours se donnent en anglais à Ottawa et en français à Hull. Selon les ententes, les Québécois de langue anglaise, en nombre insuffisant pour former des classes à Hull, se voient privés de suivre les cours à Ottawa et le contraire s'applique à l'égard des Canadiens français d'Ontario qui voudraient suivre les mêmes cours dans leur langue. Pourtant, ces gens ont le désir d'apprendre et il nous est difficile de leur expliquer cette attitude, facile à comprendre si l'on s'en tient aux bornes territoriales, mais non sur le plan humain. Je laisse aux autorités compétentes le soin de solutionner le problème.

Local Training Program Unique in Canada

D. R. WILSON,

*Information Branch,
Department of Manpower and Immigration*

The former Eastern Ontario Institute of Technology and the Ontario Vocational Centre (Ottawa) amalgamated this September to form the Algonquin College of Applied Arts. This province-wide system was designed to meet the needs of secondary school graduates who do not wish to go to universities, and of adults and out-of-town youths who are not high school graduates. The system also provides courses of types and levels beyond, or not suited to secondary schools.

The \$4,000,000 Ontario Vocational Centre was officially opened May 3, 1965. This fall, under the new name of Technical Centre, Algonquin College, the school enrolled more than 900 students.

Glen Pierce, an apprentice machinist from Almonte, is working to improve his trade skills in a training program which is unique in Canada.

He is one of the students taking courses based on a new syllabus of machinist's skills which was prepared by the Department of Manpower and Immigration.

The syllabus, which is essentially a complete analysis broken into training modules of the machinist trade, has been designed to provide industry with assistance in developing training programs which will have uniform standards throughout Canada.

A 28 year old machinist at Atomic Energy of Canada, Commercial Products, Ottawa, Mr. Pierce is scheduled to start his second year of the new four-year 8,000-hour machinists' training night course this fall at the Algonquin College of Applied Arts and Technology (Ontario Vocational Centre) on Woodroffe Avenue in Ottawa.

Two nights a week, from September until next April, he will drive the 90-mile round-trip between Almonte and Ottawa as he works to improve his knowledge of the machinist trade.

His only regret about the course is that it doesn't last a full year.

Mr. Pierce, a former automobile mechanic with a grade twelve academic diploma, speaks highly of the course which involves technical and practical application of skills, such as mathematics, drafting, blueprint reading and machine functions. The manufacturing superintendent, Syd Laughton, also recognizes the value of the course, both for the company and for the employee.

"The apprentice training program for machinists has given Atomic Energy of Canada a new tool and a broader concept of the values of re-training", Mr. Laughton says. "It has also helped Glen Pierce greatly by enabling him to move about more confidently in the lathe, drilling and bench fitting areas of the shop. Previously he had been restricted to one machine operation."

The new program has been dubbed "Project Machinist" and the actual training courses, based on the Department's occupational analysis, are operated by the provincial Education and Labour Departments.

"Project Machinist" was organized in March, 1966, as a result of visits to Ottawa and area firms by J. E. Coates, trade counsellor with the Industrial Training Branch of the Ontario Department of Labour.

The training needs of these firms prompted establishment of the new courses based on the Manpower syllabus as a pilot project in the Ottawa area.

The training package which was developed by the Department of Manpower and Immigration, includes all the information necessary for a company to organize its own training program for machinists. It combines classroom study with on-the-job training so that the student can proceed through a planned sequence of related training and shop experience.

Upon completion of the course, apprentices are eligible to write interprovincial examinations provided they have been registered with the provincial apprenticeship authority.

The Department of Manpower and Immigration has prepared a series of occupational analyses which may form the basis for other training programs.



Gaetan Cyr, Machine Shop Foreman, and Glen Pierce, machine shop employee, stand in front of a 12" Hardinge Lathe to discuss the blueprint of a precision job. The capsule held by Mr. Pierce is cold welded, one of many intricate jobs performed at Atomic Energy of Canada Limited. — Warrander Studio, Ottawa

Walter Weir, chairman of technical courses at Algonquin College, says more of these courses are being planned at the Ottawa centre.

Glen Pierce's story is just one of many which illustrates the benefits received by both employees and industry as a result of "Project Machinist".

Ketchum Manufacturing, Capital Wire and Cloth, Northern Electric Company and Computing Devices of Canada, Limited, are just a few of the Ottawa firms participating in this training experiment.

(Re courses offered see training — Page 30)

Un programme de formation technique unique en son genre au Canada

par

D. R. WILSON,

*Service d'information,
Ministère de la Main-d'oeuvre et de l'Immigration*

L'ancien Institut de technologie de l'est de l'Ontario et le Centre de formation professionnelle de l'Ontario (Ottawa) se sont fusionnés en septembre pour former le Collège Algonquin d'arts appliqués. Ce système, qui s'étend à toute la province, a été conçu pour satisfaire aux besoins des diplômés d'écoles secondaires qui ne veulent pas poursuivre leurs études à l'université, des adultes, et des adolescents de l'extérieur qui ne sont pas diplômés d'écoles secondaires. Il dispense aussi des cours dont le genre et le niveau dépassent ceux des écoles secondaires ou n'y sont pas adaptés.

Le Centre de formation professionnelle de l'Ontario, construit au coût de \$4,000,000, a été officiellement inauguré le 3 mai 1965. Cet automne, sous le nouveau nom de Centre technique, Collège Algonquin, l'école a reçu l'inscription de plus de 900 étudiants.

M. Glen Pierce, un apprenti machiniste d'Almonte, travaille actuellement à se perfectionner dans son métier en suivant un programme de formation qui est unique au Canada.

Il est un des élèves qui suivent les cours basés sur une nouvelle programmation des aptitudes que doit acquérir le machiniste, et préparés par le ministère de la Main-d'oeuvre et de l'Immigration.

La programmation, qui consiste essentiellement en une analyse complète, répartie en "modules" de formation, du métier de machiniste, a été conçue en vue d'aider l'industrie à mettre au point des programmes de formation dont les normes seront uniformisées dans tout le Canada.

Machiniste de 28 ans à l'Énergie atomique du Canada, (Commercial Products, Ottawa) M. Pierce est censé commencer cet automne sa deuxième année du nouveau cours du soir de quatre ans (8,000 heures), destiné aux machinistes. Il est inscrit au Collège algonquin, école d'arts appliqués et de technologie (Centre professionnel de l'Ontario), avenue Woodroffe, à Ottawa.

Deux soirs par semaine, de septembre de cette année à avril de l'an prochain, il parcourra aller et retour cette distance de 90 milles entre Almonte et Ottawa, tout en travaillant pour accroître sa connaissance du métier de machiniste.

Son seul regret au sujet du cours, c'est qu'il ne dure pas une année complète.

M. Pierce, ancien mécanicien d'automobiles muni d'un diplôme de douzième année, parle d'une façon élogieuse de ce cours qui comporte l'application technique et pratique de disciplines, telles que les mathématiques, le dessin, la lecture des bleus et le fonctionnement des machines. Son contremaître, M. Syd Laughton, reconnaît aussi la valeur du cours, tant pour l'entreprise que pour l'employé.

"Le programme de formation à l'intention des apprentis machinistes, dit-il, a donné à l'énergie atomique du Canada un nouvel instrument et une conception plus large des valeurs du recyclage. Il a aussi beaucoup aidé Glen Pierce en lui permettant d'oeuvrer avec plus d'assurance dans les sections du tournage, du forage et de la tôlerie de l'atelier. Il avait auparavant été confiné à l'opération d'une seule machine."

On a donné au nouveau programme le qualificatif d' "opération machinistes". Les cours, établis d'après l'analyse des professions du Ministère, se donnent sous la direction des ministères provinciaux de l'Éducation et du Travail.

L' "opération machinistes" a été organisée en mars 1966, après que M. J.E. Coates eut visité à quelques reprises Ottawa et les entreprises de la région. M. Coates est conseiller dans les métiers auprès de la Direction de la formation industrielle du ministère du Travail de l'Ontario.

Les besoins en formation de ces entreprises demandaient l'institution le plus rapidement possible des nouveaux cours fondés sur le plan de programme de la Main-d'oeuvre, en tant qu'entreprise pilote dans la région d'Ottawa.

Le plan global, qui est développé par le ministère de la Main-d'oeuvre et de l'Immigration, comprend tous les renseignements nécessaires à une compagnie pour organiser son propre programme de formation à l'intention des machinistes. Il allie les cours proprement dits à la

formation par l'apprentissage, de sorte que l'élève suit un plan ordonné et graduel de formation professionnelle et d'acquisition de l'expérience pratique.

A la fin du cours, les apprentis peuvent se présenter à des examens interprovinciaux pourvu qu'ils se soient inscrits auprès de l'autorité provinciale en matière d'apprentissage.

Le ministère de la Main-d'oeuvre et de l'Immigration a préparé une série d'analyses de professions qui pourrait être la base d'autres programmes de formation.

M. Walter Weir, directeur des cours techniques au Collège Algonquin, a révélé qu'on prépare d'autres cours de ce genre au Centre d'Ottawa.

Le cas de Glen Pierce n'est qu'un exemple entre plusieurs qui illustrent les avantages de l' "opération machinistes" pour les travailleurs et pour l'industrie.

La *Ketchum Manufacturing*, la *Capital Wire and Cloth*, la *Northern Electric Company* et la *Computing Devices of Canada Limited* ne sont que quelques-unes des sociétés industrielles d'Ottawa qui participent à cette expérience en matière de formation.

(Cours disponibles: voir page 30 — voici les cours . . .)

Girls' Vocational Education at the Top of the Continent

by ELEANOR A. ELLIS

*Home Economics Supervisor
Education Division*

Dept. of Indian Affairs & Northern Development

From scraping the hide of a caribou to operating a power sewing machine; from heating water over a seal-oil lamp to baking petit fours for an afternoon tea; from tending a trap-line to shopping at a supermarket; these are only a few examples of the change in skills demanded of young northern homemakers over the last decade and a half. That they have been able to develop the new skills in an incredibly short time, is a tribute to the adaptability and ingenuity of these remarkable people who inhabit the one and one-third million square miles of Canada's Northwest Territories.

The Northwest Territories is a vast area sprawling across the top of the continent from the Yukon border east to the Atlantic Ocean and from the 60th parallel north to within 500 miles of the pole. It is a land of contrasts, of majestic mountains and indelible horizons, of primeval forests and trackless tundra, of scarlet sunsets and ghostly "whiteouts", of lush vegetation and barren lands. Its temperature can vary from a high of 103° F in the summer at Fort Smith, to 70° below zero in the winter at Resolute Bay. Many of the homes are built on pilings sunk deep into the permafrost, yet most parts of the north have less snowfall than Ottawa. It is home to approximately 5,000 Indians belonging to nine different tribes, 11,000 Eskimos speaking 20 different dialects and about 12,000 "others" representing almost every race and nationality.

The provision of educational programs and facilities for this scattered population is the joint responsibility of the Government of the Northwest Territories and the Department of Indian Affairs and Northern Development of the Federal Government. The Federal Government is responsible for the education of Indians and Eskimos, while the Territorial Government is responsible for the education of all other residents of the Territories. Because the Northwest Territories are not yet constituted as a province, they have a limited staff of civil servants and so they have, in effect, contracted their educational services from the Education Division of the Northern Administration Branch of the Department of Indian Affairs and Northern Development. Under the terms of the agreement, the Education Division operates the school system in a manner similar to a Department of Education in a province, and offers advice and service on all educational matters to

the Minister of the Department and to the Commissioner of the Northwest Territories. The Federal Government, being the operating agency, finances the school operation, and assumes total financial responsibility for all Indians and Eskimos. In turn, it receives from the Territorial Government the per pupil cost for each of the pupils who are neither Indian nor Eskimo. Capital costs are shared on the basis of the number of pupils for whom each authority accepts responsibility.

The Education Division then plans, administers and supervises the education program from the policy-making level in Ottawa to the operational level in the field. This includes the development of school curriculum guides and courses of studies specifically aimed to assist the northern pupil to bridge the cultural gap created by the changing economy of the north. It also includes assisting the classroom teachers to adapt their instruction to the immediate needs of the pupils within the framework of the prescribed curriculum.

The policy followed in the construction of courses of studies is to "encourage basic learning of common knowledge and skill by the direct use of those resources and that knowledge common to the experience and knowledge of the people in the setting where learning takes place". It is an immense problem for the curriculum builders when this learning must include subject matter resembling the situation in southern schools as well. However, in-school programs from kindergarten to senior matriculation, and from pre-vocational to vocational high school levels have now been developed, and are available to students both young and old. In addition, a comprehensive apprentice training program is in operation which is proving to be an effective training tool.

Generally speaking, the academic program for the elementary and secondary schools in the north follows quite closely the course of studies of the province which lies directly to their south. Thus the curricula in use in the schools in the Mackenzie District bears a resemblance to the Alberta program, Ontario or Quebec, as the case may be. This ensures that secondary school graduates from the Northwest Territories may proceed to institutes of higher learning in the south without loss of time due to subject deficiencies. The valuable

and irreplaceable experience of people who have first-hand knowledge of the Territorial setting has been utilized in the adaptation of the provincial programs, to give northern authenticity to the program, and the assurance that the total needs of the pupils are being adequately met. Of particular interest in this respect are the Home Economics and Industrial Arts courses, which are compulsory in Grades VII, VIII and IX in the Northwest Territories.

Emphasis in these courses has been placed upon the development of skills necessary for living in the local community, as well as providing a broad orientation to the vocational field. Thus the Junior High School Home Economics course includes units on the preparation of indigenous as well as southern foods, construction of Arctic and sub-Arctic articles of clothing, budgeting of money and shopping at the Hudson's Bay store, child care and home care of the sick. The Senior High School Home Economics courses used are those of the provinces, with minor adaptations in the subject matter content to suit the local situation.

Experienced northern teachers have assisted enthusiastically in program development and, in addition, several meetings have been held with community councils in order to ascertain the



A student at Sir John Franklin school, Yellowknife, Northwest Territories. — Department of Indian Affairs and Northern Development photograph

Inset: National Film Board of Canada photograph.

wishes of the native people. For example, the Eskimo Council of Rankin Inlet was anxious to have their children learn how to benefit from the new way of life, but expressed concern over the fact that the children were losing traditional skills which might affect their ability to survive. As a result of these meetings and discussions, a whole new series of programs have been developed, which while placing emphasis on sound nutritional practises and education for successful family living, still take special cognizance of the transitional stage of the pupils.

These programs are ungraded and may be offered to adults or children as required. The instruction may be given in a standard classroom, a community hall, or a home, with equal ease. Called "Practical Programs in Homemaking and Related Activities" they contain units on trapping and the preparation of furs; how to make parkas, mukluks, kamiks and duffle liners (patterns are included); how to embroider and do bead work; and even how to deliver a baby. The foods section, called "Foods for Health" has been translated into the Eskimo syllabics of the Eastern Arctic and has been widely distributed, not only in Canada, but also in culturally deprived areas of the United States. A recent addition to this series is called "Northern Survival", which contains comprehensive instructions on how to build an igloo (an art that is fast disappearing), how to operate a snowmobile and how to make a living off the land. Due for release in the early fall is a "Northern Cookbook" which, in addition to containing basic nutrition information, has recipes for most of the game animals, game birds, fish, sea mammals, berries and wild greens that are indigenous to the North.

One of the problems facing the Education Division is age-grade retardation. Due in part to the comparative recency of the establishment of schools in their remote home communities, and partly because of the fact that their parents may have desired their company on the family trap-line or in the annual search for caribou, the attendance at school of many of the Northern pupils has been rather spasmodic. In an attempt to solve this problem, pupil residences have been established in conjunction with some of the schools. The children are well cared for in the residences during the absence of the parents at

the hunting grounds, and are able to remain in their classes for the entire school year. Each fall, before freeze-up, planes acting as school buses bring the pupils to school and each spring, before break-up, return them to their homes.

Two of the largest pupil residences are at the Churchill Pre-Vocational Centre in Churchill, Manitoba, and at the Sir John Franklin Vocational High School in Yellowknife. The program offered at the Churchill Pre-Vocational Centre places emphasis on the development of saleable skills. Because most of the pupils at present have only a Grade VI academic standing, although they may be 15 years of age or older, approximately one-half time is spent in academic classes. Emphasis is placed on up-grading the understanding and application of related mathematics, science and social studies, and on improving communication skills. The remainder of the time is spent in the vocational shop areas. The girls receive two years general orientation in home economics-related subjects, and then move into work-oriented training where half time is spent in training-on-the-job. For this purpose, the facilities of the local hospital and the school cafeterias are utilized along with the school's foods and clothing laboratories. The third year girls spend three months working one-half days in the hospital under the supervision of a nurse-teacher, and both the hospital staff and the patients look forward to seeing the student aides. They then spend three months working in the school cafeterias and dining rooms, and the final three months in a home service situation. Emphasis is placed on acquainting all of the pupils with the demands of wage employment, and most of the girls on graduation from school are eligible for jobs, or for advanced training.

At the Sir John Franklin Vocational High School in Yellowknife, courses for girls are offered in Business Education, Food Preparation, Dressmaking and Tailoring, Laundering and Dry-cleaning, and Beauty Culture. The Dressmaking and Tailoring and the Laundering and Dry-cleaning courses were developed specially for the Sir John Franklin School with the availability of employment in mind, and are being offered for high school credits on an experimental basis at this time. All pupils in the school participate in a work experience project for a two-week period

twice a year. This project is made possible through the co-operation of the local business establishments, and is greeted with enthusiasm by both townspeople and students.

A brief word about the facilities for the teaching of vocational subjects in the North may be in order. The Junior and Senior Secondary School home economics classes and the Vocational High School classes are taught in fully equipped home economics laboratories, with modern equipment and appliances. Physically, the average northern Home Economics lab compares favourably with any in Canada and, indeed, is superior to many of them. The northern teacher does not have to face the psychological disadvantage of aging, ill-designed structures of a less enlightened or less affluent era, which can be as discouraging to the pupils as to the teachers. A glance around the classroom, however, will show that, in addition to modern equipment, many labs also contain a primus stove, hand-operated or treadle-operated sewing machines, and sad irons which exemplify the transitional stage of some of the pupils, and assist them to move from the known to the unknown more readily.

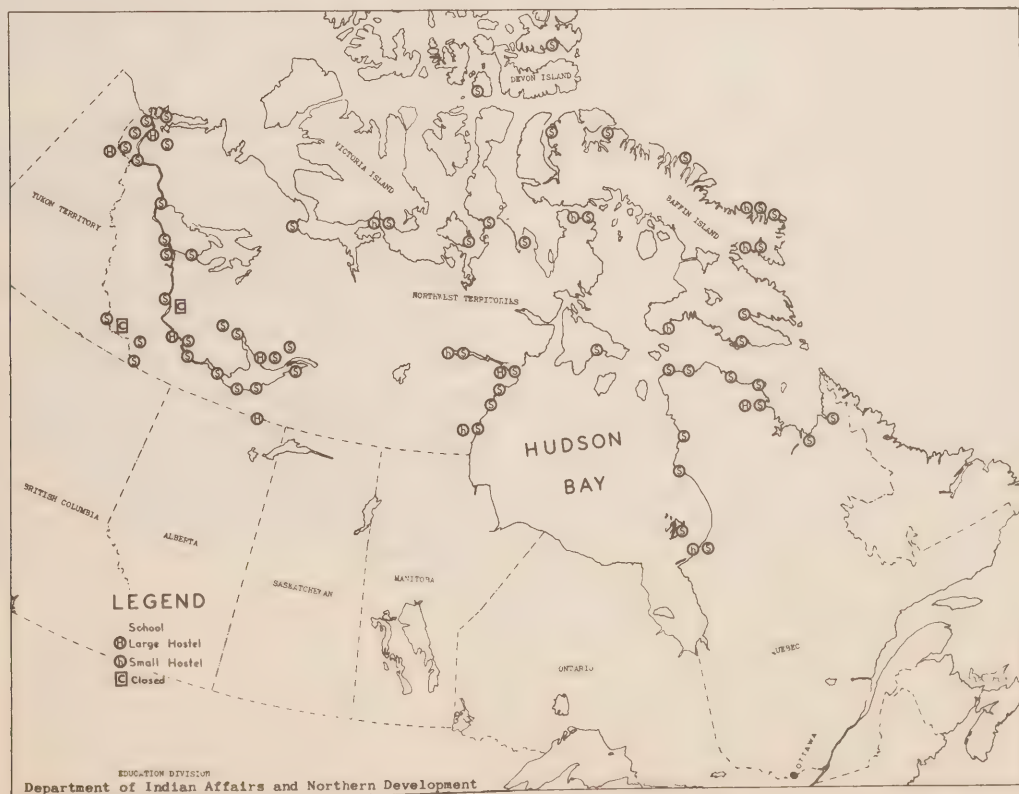
When a pupil successfully completes the academic or vocational high school program and wishes to proceed to university or to advanced technical or vocational training, the facilities of the educational institutions of the provinces are available to him. The school population of the Northwest Territories is still too small to justify

a duplication of these facilities in the North, but post-secondary education for anyone who desires it (with the necessary qualifications), is available under the Northwest Territories Financial Assistance for Higher Education Program.

Since 1955 when the Federal Government entered a long-term program of providing school facilities for the children of the Northwest Territories, the system has grown from one school at the tiny settlement of Tuktoyaktuk on the Arctic Coast to the point where there are now 64 schools, staffed by 384 well-qualified teachers. Where a decade ago there were less than 1,200 children in the schools across the whole of the Northwest Territories and Arctic Quebec, there are over 8,000 today. There are now 3,340 Eskimo children at school — 10 years ago there were only 200.

Expansion of this magnitude cannot be achieved without attendant problems. The uncompromising climate; the vast distances; the necessity to provide training that will allow for mobility and yet be useful in a local community; all pose a tremendous challenge to the educators.

But the challenge is being met. The transition from a nomadic life of hunting and fishing to one of wage earning in an industrialized society is a slow but relentless process. Those vested with educational responsibilities in the North are doing their best to ensure that for Canada's first citizens, tomorrow will be meaningful.



Journalism And Printing Courses Offered by Western School

In September, 1967, the Southern Alberta Institute of Technology in Calgary offered for the first time two courses of major interest to the printing and publishing fields.

Both courses are two years after high school and both were organized and planned in co-operation with Western Canadian printers and publishers.

The first year of the course will cover printing processes I; chemistry; a half-year course in physics; a half-year course in electronics; mathematics; accounting; economics; English, and sales and human relations.

During the second year students will take courses in printing processes II; printing materials; electronic data processing; cost accounting and estimating; sales and advertising; production management; English; business law; and human relations.

The object of the course is to train personnel for mid-management and senior supervisory positions, especially for the areas of sales, administration, and estimating. Chairman of the advisory committee for the course is Art Brown, Graphic Arts (Western) Ltd., Calgary.

Journalism

The second course which is related to Canada's publishing field is a two-year course in Journalism Administration, also began in September.

The entrance requirements for this course as set down by the Advisory Committee are an Alberta High School Diploma with a B standing in English 30 or 33, or the equivalent from other provinces.

First-year students will spend class time in studying mass media and mass communications; advertising; news writing and reporting; typing; and photo-journalism. Time will also be spent in a newspaper laboratory where students will be expected to produce a campus weekly newspaper.

During the second year, there will be a continuation of the newspaper laboratory as well as theoretical and practical classes in modern literature; photo-journalism; modern economics and political science; news writing and editing; advertising and circulation; and public relations and salesmanship. The weekly seminar will also be continued.

Because of the increasing demand for experienced workers on provincial hydro-electric power projects, extensive road building programs and other related government commitments, British Columbia's forest industry is facing a serious shortage of skilled logging operators.

To help alleviate the situation, the B.C. Vocational School in Nanaimo has instituted a pre-employment basic logging course. It has the full support of the B.C. Loggers' Association, which is well informed regarding the manpower requirements of the industry, and students have no difficulty in obtaining employment upon completion of their studies.

As the Association points out, due to mechanization and automation, physical strength is no longer the only qualification for a job in the logging industry. Today's logger is a skilled operator, trained in the use of modern equipment, and well versed in the identification of various species of trees and their common use.

The Nanaimo Vocational School is well equipped to provide adequate training to workers seeking a worthwhile career in the logging industry.

The six-week course, conducted by well-qualified instructors, includes classroom studies and practical training in forest camps under actual logging conditions.

Curriculum

Curriculum ranges all the way from the fundamentals of logging, rigging cables and haul-back blocks, to the use of wire ropes, power saws, and hand and whistle signals. Particular stress is made on the importance of safety regulations, and a special basic first-aid course is given, including artificial resuscitation, bandaging and pressure points.

In the classroom, films and slides are used to familiarize students with potential fire hazards, and the methods used for the prevention and suppression of major forest fires.

The training course is divided into two weeks in the classroom, one week in wood fundamentals — identification of various tree species — one week in wooden spar operations and the last two weeks alternating between cat yarding and steel spar operations.

Basic Logging Course

L. C. MORRISON

*Information Service, Pacific Region
B.C. Vocational School, Nanaimo*

While training under actual logging conditions, the students are billeted in a camp. The felling of trees is done by professional fallers. The handling of equipment, rigging and yarding, however, is practised by the trainees on actual, full-scale equipment.

The Provincial Government has donated sufficient standing timber to keep the school supplied for years, and industry has provided the heavy duty equipment.

The entire logging course is indentured under the Apprenticeship Program, and upon graduation the students are offered employment at regular union rates of pay.

Skilled Workers in Demand

As the forestry industry is currently experiencing difficulty in meeting the increasing demand for skilled workers, it follows as a natural corollary that it fully endorses the logging courses provided by the B.C. Vocational School in Nanaimo.

According to figures released by the B.C. Forest Industry, approximately 22,000 people are now employed in logging operations. It estimates that by 1970, if the industry is to respond to a growth in log scale from nine billion to 12 billion board feet, it will require an additional 6,000 loggers.

The B.C. Loggers' Association states that some five per cent of the provincial labour force is unemployed, and that one of the reasons for this is that many of these people are unskilled.

It praises the government for having provided adequate training facilities, through its Vocational School programs, to guide unskilled workers and encourage them to make use of these free training courses to up-grade their skills to the level where employment is available and plentiful.

The principal of the Vocational School, J. R. Hindle, has on file many letters of appreciation from the Provincial Department of Labour, and from representatives of private industry and boards of education, concerning the success of the school's pre-employment training programs.

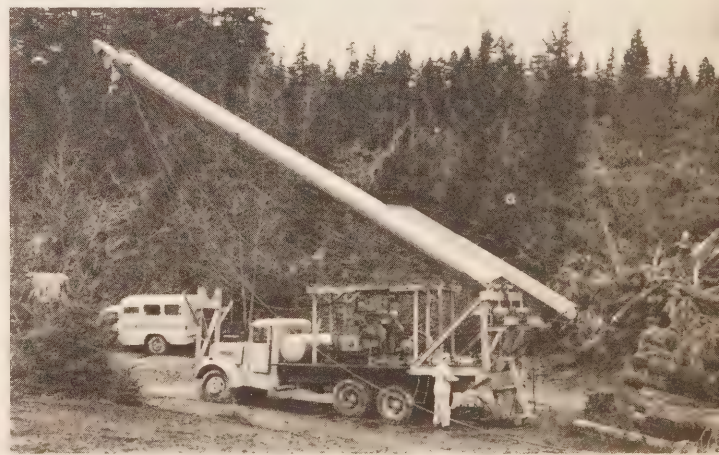
In the field of forest operations, its basic logging course has been referred to as the "best in Canada". Its high record of graduated students promptly placed in employment well justifies this tribute.



Instructor Tipler showing how to splice a logger's eye to students — Finnegan and Carr of Class 4.



Instructor Riddell showing how to file a power saw chain to students (left to right) — Bruce, Claydon, Chard, Claydon, Gysin and Cox of Class 3.



Instructor Brown raises school's Madill steel spar on Wolf Mountain.

In this era of increasing technology, particular attention is paid to training, retraining and upgrading of worker skills. Du Pont of Canada recently secured Canadian rights to an extensive library of Programmed Instruction courses written expressly for in-plant training of production workers. Since these have proved valuable courses in the Company's training program, Du Pont is now opening its library to other Canadian industries with industrial training problems, and institutions concerned with industrial training.

This library of courses was developed by E. I. du Pont de Nemours & Company Inc., of Wilmington, Del., to be incorporated into the internal training program in its multi-plant operation. The cost of developing this library was more than two million dollars. Each course was written by a person completely knowledgeable in his field, and tested for effectiveness under actual in-plant training conditions. Du Pont (U.S.) found the Programmed Instruction technique highly effective for industrial training and made the decision to make its experience generally available in the interests of upgrading industrial skills and productivity.

What Programmed Instruction Is

Programmed Instruction is a training technique based on the principle of "reinforcement". The learner's responses to questions of gradually increasing difficulty are confirmed immediately.

The courses expose students to a sequence of carefully arranged questions and bits of information which lead to rapid, efficient mastery of concepts graduated from the simple to the complex. The self-pacing courses may be completed by a student on his own, or supplemented with other available training aids and on-the-job training.

Pioneering the Industrial Use of Programmed Instruction

It was developed as an academic training technique, when Du Pont (U.S.) evaluated it in 1959 as a method of training its own employees in basic industrial skills. Du Pont (U.S.) found that conventional training methods had the following drawbacks:

- 1) Too costly in terms of time, money and utilization of personnel,
- 2) Not sufficiently effective as shown by results,

Du Pont of Canada — Industrial Training Service

Du Pont of Canada secures library of industrial training courses to advance worker skill levels in Canada.

- 3) Could not be economically decentralized to widen the base of employee participation, and
- 4) Resulted in training of varying degrees of quality.

Key supervisory personnel from the Company's operating departments were selected and trained by experts in the field in the highly specialized techniques of writing Programmed Instruction courses. As a result, the programs were written by men experienced and skilled in the subjects on which they were writing. Each course is tested under industrial training conditions at various stages in its development to ensure its effectiveness and eliminate any extraneous material.

Use Tested

Since the beginning these courses have been used in more than 40,000 training situations. No course is released to the library until it has been pre-tested to make sure that, irrespective of individual learning speed, persons completing the course will achieve a pre-set standard of learning.

Training Costs Reductions

Based on the experience of its own training program, Du Pont (U.S.) estimates that there is a savings per employee trained in a specific skill of about \$50 per course. Further, the Company has found that training results are more uniform and more predictable, that knowledge is acquired more quickly, is on a sounder base and is retained longer than by other commonly accepted methods of industrial training.

Areas of Application

Courses in the industrial training library cover the range of industrial skills applicable to most plant operations. Courses are available to train workers in skill areas such as:

- Carpentry
- Electrical work
- Instrumentation work
- Pipefitting and Rigging

Authentic and Practical Courses

There are 106 titles in the library, with additional titles expected to be added during the year. Each course is made available in the same format in which it is regularly used in the Du Pont (U.S.)

industrial training program. Since these courses are for the most part subject to one-time use, and are practical working tools offered to industry and individuals as a convenience, no expensive changes have been made solely for the sake of appearance. The standard letter-sized pages can be used in an ordinary binder, or can be used in a teaching machine notebook designed for that page size. Except on special order, the first page of each course which carries the notation "This course is restricted to internal use within Du Pont" will not be reprinted, however, making them publicly available removes this restriction.

(Continued from Page 6)

Only by assessing the amount of training that is going to be needed, and where, and when, can a province come to rational decisions about what facilities are needed. Close consultation is required so that when training is needed, facilities will be available.

The need for consultation is also important in relation to training in industry. Some provinces already have very active programs. Each province will designate one person to work with our training officer in matters respecting training in industry.

The federal government will not sign any training contract with a firm until it has fully informed the province and the province has approved the content of the training course. Where a province itself has an active program, if the province is agreeable, a system of joint contracts will be developed to make sure that the best possible programs are designed and that firms do not go shopping from one government to another.

Rather than construct alternative machinery, the federal government will reimburse the province for administrative and monitoring services for training in industry. There is no point in duplicating provincial machinery where it is presently available.

A residential transition from Sandy Lake, Deer Lake and Round Lake Indian reserves in the Trout Lake area north of Sioux Lookout, to modern homes with kitchens and bathrooms, was made by 13 Canadian families now relocated in the northern Ontario mining township of Elliot Lake.

Plans were made for the arrival of an initial 20 families to come to Elliot Lake in January and February 1967, by plane, rail and bus. The families were bewildered when they arrived; later, homesick. But they were determined to succeed, because of their desire to leave the reservation behind and to take up a new life in the world outside.

For the Indians, re-location has meant more than a change of venue. It has called for a complete re-appraisal of a way of life, and an adjustment to the ways of a modern urban community.

Chosen for Relocation Experiment

It is significant that Elliot Lake became the first Canadian township to be chosen for the experimental Indian re-location program. The choice was made after officials of the Department of Indian Affairs met with counterparts of Elliot Lake's Centre for Continuing Education. They agreed that the community, which had an abundance of empty houses following a slump in uranium mining, would be an appropriate location for a re-location project.

It was decided that the Centre for Continuing Education would provide facilities for re-training of both the Indian men and women. This was not difficult, for the Centre, established in 1965 as a joint federal-provincial venture, was fully equipped to furnish an "in residence" training experience as part of its Manpower Re-training program.

It had achieved some success with members of Indian bands who had taken part in upgrading courses. Some men who had arrived at the Centre from as far north as James Bay and Moosonee, had made progress and were embodied in the province's work force at other places.

Settling In

The newcomers were first shown to their homes, which were chosen by officials of Central Mortgage and Housing Corporation, in whose

An Experiment in Indian Re-Location

by ERIC COLWILL

care were over 300 vacant dwellings of Elliot Lake. The houses, they found, were dotted throughout the various Elliot Lake neighbourhoods.

After an initial settling in period the new families purchased household equipment for their homes, and registered for classes at the Elliot Lake Centre for Continuing Education.

The men reported to study rooms of the Manpower Retraining section during the day. In the evening the women attended classes in special classrooms where they learned kitchen management, home economy and housewifery from trained faculty members.

Thirteen Families Remain

Today there are 13 families remaining from the original 20. As was expected some returned to

the reservation. Those who have stayed have become a part of Elliot Lake life. They are particularly a part of life at the Elliot Lake Centre, where there is a regular enrolment of 125 men and women in the Manpower Retraining program.

Manpower training supervisor Gerry Wright, a comparative newcomer to the Elliot Lake Centre, is enthused with the progress being made by some of his Indian students whom, he says, are "really keen to make headway".

The re-location program will last for at least one year. At the end of this period some Indian men who have completed grade eight or beyond will take jobs at the Elliot Lake mines. Others will be employed in the nearby cities of Sault Ste. Marie and Sudbury. Those who wish to further their education will continue to use the facilities provided by the Elliot Lake Centre for Continuing Education.

TRAINING —

(Continued from Page 17)

Courses offered for the first time in the 1967-68 college year are:

- Graphic Arts Assistant
- Medical Electronics Technician
- Library Assistant
- Journalism (Advertising and Public Relations)
- General Business

The extension division of the college offers evening courses in Ottawa, Deep River, Hawkesbury, Pembroke, Smiths Falls and plans to offer courses in Arnprior, Perth and Renfrew.

(Suite de la page 19)

Voici les cours offerts pour la première fois pendant l'année scolaire 1967-1968:

- Adjoint d'arts graphiques
- Technicien en électronique médicale
- Bibliothécaire adjoint
- Journalisme (publicité et relations extérieures)
- Commerce en général

La Division de l'extension du collège dispense des cours du soir à Ottawa, Deep River, Hawkesbury, Pembroke, Smiths Falls et envisage de le faire à Arnprior, Perth et Renfrew.

Treize familles canadiennes, parties des réserves indiennes de Sandy Lake, de Deer Lake et de Round Lake, situées dans la région de Trout Lake, au nord de Sioux Lookout, habitent maintenant des maisons modernes, munies de cuisine et salle de bain, dans le canton minier d'Elliot Lake, dans le nord de l'Ontario.

Le déménagement d'une vingtaine de familles vers Elliot Lake, en janvier et février 1967, par avion, train ou autobus avait tout d'abord été préparé. A leur arrivée, les membres de ces familles étaient désorientés et, par la suite, ils s'ennuyèrent. Mais décidés à réussir, ils persistèrent dans leur dessein, en raison de leur désir de quitter la réserve et de commencer une nouvelle vie dans un monde différent.

Pour les Indiens, le déplacement a signifié plus qu'un changement de milieu: il a exigé une évaluation nouvelle d'un mode de vie et une adaptation aux coutumes urbaines d'une communauté moderne.

Le choix en vue de l'expérience de déplacement

Il est à noter qu'Elliot Lake est devenu le premier canton canadien à être choisi pour le programme expérimental de déplacement des Indiens. Le choix a été fait après que les fonctionnaires du ministère des Affaires indiennes se furent entretenus avec les dirigeants du Centre d'enseignement permanent d'Elliot Lake. Ils ont convenu que la communauté, où se trouvaient plusieurs maisons vacantes en raison du marasme qui frappe les mines d'uranium, serait un endroit approprié pour un projet de déplacement.

A leur avis, le Centre d'enseignement permanent fournirait les installations requises à la réadaptation des Indiens, hommes et femmes. Ce ne fut pas difficile, car le Centre, fondé en 1965 comme entreprise conjointe fédérale-provinciale, était complètement équipé pour assurer une formation pratique sur place en vertu du programme de réadaptation de la main-d'oeuvre.

Le Centre était déjà connu des bandes indiennes qui avaient suivi des cours de rattrapage. Quelques hommes, venus d'aussi loin que la Baie James et Moosonee, avaient déjà fait des progrès et s'étaient déjà intégrés à la population active de la province à d'autres endroits.

Une expérience de déplacement des Indiens

par ERIC COLWILL

L'établissement

Les nouveaux arrivants furent d'abord dirigés vers les maisons qu'avaient choisies les dirigeants de la Société centrale d'hypothèques et de logement, responsables de plus de 300 maisons inhabitées d'Elliot Lake. Ces maisons étaient parsemées dans les différents secteurs d'Elliot Lake.

Les nouvelles familles commencèrent par s'installer, puis achetèrent petit à petit des appareils ménagers; plusieurs de leurs membres s'inscrivirent aux cours du Centre d'enseignement permanent d'Elliot Lake.

Le jour, les hommes se présentaient aux salles d'étude de la section de réadaptation de la main-d'oeuvre. Le soir, les femmes suivaient des cours dans des classes spéciales pour apprendre à se servir d'une cuisine, les sciences et l'économie domestiques qu'enseignaient des personnes compétentes.

Des vingt familles du début, treize demeurent. Comme on s'y attendait, quelques-unes sont re-

tournées à la réserve. Celles qui sont demeurées font maintenant partie de la vie d'Elliot Lake. Elles participent surtout à l'activité du Centre d'Elliot Lake, où l'inscription au programme de réadaptation de la main-d'oeuvre compte régulièrement 125 hommes et femmes.

Le surveillant de la réadaptation de la main-d'oeuvre, M. Gerry Wright, arrivé depuis peu au Centre d'Elliot Lake, est enthousiasmé par le progrès accompli par quelques étudiants indiens qui, dit-il, "sont vraiment avides d'avancer".

Le programme de déplacement durera au moins un an. A la fin de cette période, quelques Indiens, qui ont terminé la huitième année ou sont allés plus loin, prendront un emploi aux mines d'Elliot Lake. D'autres trouveront du travail dans les villes voisines de Sault-Sainte-Marie et de Sudbury. Ceux qui désirent pousser leur instruction plus loin continueront à utiliser les services du Centre d'enseignement permanent d'Elliot Lake.



Algoma uranium mine, near Elliot Lake, Ontario.

*Algoma uranium mine, près d'Elliot Lake, Ontario.
— Sudbury Daily Star photo.*

Learning to speak and write English in a factory atmosphere isn't typical, but it proved highly successful for a group of power sewing machine operators who are all recent immigrants to Canada.

This unique industrial training program was developed by the Alberta Department of Education, the federal government and the Great Western Garment Company of Edmonton, to improve the ability of garment workers, who were also new Canadians, to communicate on the job with supervisors and fellow workers and to read and follow instructions. It was also believed that this type of training would assist immigrants in adjusting to life in the community.

Three days a week for six weeks, fifteen girls from Turkey, Poland, France, Portugal, Italy, China and Greece, left the factory production-line for two-hour intervals to work at black boards and desks mastering a basic vocabulary of 850 English words. Class time, with an added bonus of full-pay for the girls, was geared to the familiar — shopping for food and clothing, care of the home and the person, and factory routines and safety.

With the assistance of a highly skilled language teacher, illustrated work books and texts prepared by the federal government, trainees repeated words and sentences out loud, singly and together, until pronunciation and phrasing improved. In spite of the fact that most had families and homes, the girls found time to complete assigned lessons in their workbooks.

When the last class day arrived and graduates were presented with certificates from Alberta's Division of Vocational Education, the girls demonstrated their ability to read from textbooks, to follow spoken instructions and write simple sentences in English on the blackboard. Representatives from the company, the provincial government and the Citizenship Court, who took part in the ceremony and witnessed the demonstration, encouraged the trainees to build on the English language groundwork fostered successfully in a factory atmosphere.

Industrial Training Program for New Canadians

On the International Scene

International Labour Office

In keeping with its overseas technical assistance program, the International Labour Office is considering applications from Canadian candidates for overseas postings in the field of vocational training and management development.

The positions are listed below and complete information may be obtained by writing to:

Kalmen Kaplansky, Director,
Canada Branch,
International Labour Office,
178 Queen Street,
Ottawa 4, Ontario.

It is pointed out that salaries quoted are substantially increased by special allowances (family, education, assignment, and termination of appointment) which are standard for all United Nations technical assistance postings. Salaries and allowances are exempt from income tax, and travelling expenses of dependants are paid to and from any posting.

Sur la scène internationale

Bureau international du Travail

Postes à l'étranger

Conformément à son programme d'assistance technique d'outre-mer, le Bureau international du travail étudiera les demandes des candidats canadiens aux postes offerts outre-mer dans les domaines de la formation professionnelle et du perfectionnement de l'administration.

On trouvera plus bas la liste de ces postes au sujet desquels on peut obtenir des renseignements complémentaires en s'adressant à:

M. Kalmen Kaplansky, directeur
Succursale canadienne
Bureau international du travail
178, rue Queen
Ottawa 4, Ontario

Il est à noter que les salaires sont sensiblement plus élevés que la cote l'indique, du fait des allocations spéciales qui viennent s'y ajouter (famille, éducation, frais d'installation à l'arrivée et au départ) et qui sont uniformes pour tous les postes d'adjoints techniques aux Nations Unies. Les salaires et allocations sont exemptés de l'impôt fédéral et les personnes à charge du titulaire du poste sont défrayées de leur voyage aller et retour.

Switzerland

Organizational unit: Vocational Training Branch. Duration: fixed-term, one or two years. Salary U.S.: minimum \$10,730; maximum \$13,909. Subject: vocational training for employment offices and services, including the hotel and tourist trades. Duty station: Geneva.

Uruguay

Post: Expert on port labour organization. Duration: 12 months with possibility of extension. Desirable starting date: as soon as possible. Annual salary U.S.: \$10,730 to \$13,909. Duty station: Montevideo.

Hungary

Post: Chief of Project — General Management. Annual salary U.S.: between \$13,110 to \$16,035. Duty station: Budapest.

Syria

Post: Expert in Organization and Methods. Annual salary U.S.: between \$13,110 and \$16,035. Duty station: Damascus.

Indonesia

Post: Expert in Labour Statistics. Annual salary U.S.: between \$10,730 and \$13,909. Duty station: Djakarta.

Post: Upgrading Training Expert. Desirable starting date: as soon as possible. Annual salary: between U.S. \$10,730 and \$13,909. Duty station: Bandung.

India

Post: Expert in Industrial Psychology. Duration: short term, six months. Desirable starting date: as soon as practicable. Salary U.S.: between \$1,092.50 and \$1,336.25, monthly. Duty station: Bombay.

Iraq

Post: Expert in General Management. Desirable starting date: as soon as possible. Annual salary: between U.S. \$13,110 and \$16,035. Duty station: Baghdad.

(Continued on Page 38)

Nicaragua

Poste: expert en artisanat et petites industries, spécialement du bois. Durée: 12 mois. Date de début souhaitable: dès que possible. Traitement annuel U.S.: entre \$10,730 et \$13,909. Lieu d'affectation: côte atlantique du Nicaragua.

Mexique

Poste: Conseiller. Durée: 12 mois, avec possibilité de prolongation. Date de début souhaitable: aussitôt que possible. Traitement annuel U.S.: entre \$13,110 et \$16,035. Lieu d'affectation: Mexico, avec possibilités de déplacement à l'intérieur du pays.

Grèce

Poste: ingénieur de production (poste no. 4). Durée: 12 mois, avec possibilité de prolongation pour une période de 24 mois, après accord mutuel. Date de début souhaitable: 1^{er} janvier 1969, ou aussitôt que possible après cette date. Traitement annuel U.S.: entre \$13,110 et \$16,035. Lieu d'affectation: Athènes.

Poste: dessinateur en outils et matrices (poste no. 5). Durée: 12 mois, avec possibilité d'une prolongation pour 12 autres mois, après accord mutuel. Date de début souhaitable: juin 1969, ou aussitôt que possible après cette date. Traitement annuel U.S.: entre \$13,110 et \$16,035. Lieu d'affectation: Athènes.

Poste: conseiller en promotion et vulgarisation technique (poste no. 6). Durée: 12 mois, avec possibilité de prolongation pour 15 mois, après accord mutuel. Date de début souhaitable: 1^{er} octobre 1969, ou aussitôt que possible après cette date. Traitement annuel U.S.: entre \$13,110 et \$16,035. Lieu d'affectation: Athènes.

Poste: chef de projet. Durée: 12 mois, avec possibilité de prolongation pour une période de quatre ans, après accord mutuel. Date de début souhaitable: aussitôt que possible. Traitement annuel U.S.: entre \$14,800 et \$17,335. Lieu d'affectation: Athènes.

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Institutes of Technology in Australia: Recent Developments

J. G. WILLIAMS

The author, a Superintendent of Technical Education in the State Education Department of Western Australia, is currently on leave for graduate studies in educational administration at the University of Alberta.

Of all changes which have occurred in post-war Australian education one of the most striking is the growth of public and political support for Technical Education. Enrolments in classes at all levels, trade, technician and professional, increased at phenomenal rates in the 1950's and 1960's, creating severe pressures on inadequate and often antiquated facilities. Rapid industrialization and the bulge in school population were the two most significant causes of expansion of demand for new courses and more student places in technical colleges and schools, and at the same time were the main rivals in the competition for financial, physical, and personnel resources. By 1963 it had become obvious that the gap between needs and provisions for training the Australian work force was widening and that the State Governments, which maintained the technical education systems, were unable to meet the financial burdens involved.

In 1964 the Commonwealth Government, modifying traditional policy, made special grants to the States (\$10,000,000 per year) for capital expenditure in subtertiary technical education (mainly trade and technician), and also instituted student scholarships at this level. Of more long-term significance, however, were Commonwealth activities at the tertiary level, beginning with appointment of the Martin committee to inquire into the future of tertiary education in Australia. This Committee reported in 1965 with strong recommendations for diversifying provisions for tertiary education, and in particular for strengthening the tertiary component of the technical college system. As one way of improving the resources, quality and public image of the system, the Committee suggested that each State might form an Institute of Colleges to co-ordinate and regulate standards and awards of the various technological and other non-university tertiary institutions within the State.

The Australian Technical Colleges have for many years, and increasingly since the last war, played an important part in training for the professions; notably in engineering, architecture, the sciences, pharmacy and accountancy. In most States there are also special tertiary-level institutions for training in para-medical and other professions.

Martin Report

Following acceptance in principle of all but one of the main proposals of the Martin Report, (recommendations relating to teacher-training were not adopted), the Commonwealth Government made immediate interim grants on a dollar-for-dollar matching basis to meet the States' most urgent needs. It also appointed the Wark committee to advise on how best it might further promote advanced education outside the universities. In particular the Commonwealth sought advice as to how it should distribute the finance it was prepared to offer for the triennium 1967-1969. This was to be \$24,000,000 for capital expenses on dollar-for-dollar basis, and another \$24,000,000 for recurrent costs on the basis of \$1 Commonwealth for each \$1.85 State.

The Wark Committee reported in June 1966, after a period of intense activity by Committee members, who visited many institutions in all States, and on the part of administrators and staff in the institutions, who had to prepare and present detailed plans for development over the next three years. The major recommendations of the Wark Committee were adopted and all Australian States are now engaged in unprecedented expansion and improvement of their systems of tertiary technical education.

Though other institutions are involved, the most significant developments, in terms of finance, courses, and student populations, are those occurring in the Institutes of Technology. The title Institute of Technology is relatively new in Australia but has now been adopted in most States for the senior professional-level.

Development at W.A.I.T.

The Western Australian Institute of Technology illustrates one type of development facilitated by the recent intervention of the Commonwealth Government in educational finance. The former Perth Technical College was administered by the Education Department of Western Australia, originally as a multi-purpose, multi-level institution. For the last ten years the College has been phasing out its trade, technician, and other lower courses. This freed space for rapidly rising enrolments in full-time professional courses, which trebled from 400 in 1960 to 1,200 in 1967. In addition, some 2,000 part-time tertiary students enrolled for 1967 as well as 6,000 in technician

or other programs for which accommodation has yet to be found elsewhere.

In September 1966, on the occasion of the Pan Indian Ocean Conference on Technical Education and Training, the College was re-named the Western Australian Institute of Technology, and was constituted an autonomous institution under its own governing council. Though most of this development had been planned before the appointment of the Martin and Wark committees and an extensive building program had commenced with State funds, the rate at which the plan will be implemented has been considerably accelerated by the advent of Federal finance. W.A.I.T. has already occupied a new site of 270 acres, where the Departments of Chemistry, Pharmacy, Mathematics, and Physics are operating in new premises. In the current triennium a library complex will be built, together with administrative and student union facilities, and accommodation for the Departments of Architecture and Home Economics will be erected. Engineering, Management, Commerce and Art Departments will be transferred later from their present locations on the old "Perth Tech" sites.

The Wark committee made other recommendations regarding staffing, students and courses. Of special significance for the quality of future technical tertiary education were two proposals related to financial provisions for research into the problems of Technical Education and to immediate grants for accelerated development of libraries and librarian training. Both proposals were accepted.

G. H. WRIGHT APPOINTED

Director of the Centre for Continuing Education, Elliot Lake, Ontario, has announced that Gerald H. Wright, Supervisor of the Manpower Retraining division, has been appointed "co-ordinator" of the Institute.

At Elliot Lake, Mr. Wright is responsible for the planning and operation of the Centre's Manpower program now embodying 115 men and women.

Mr. Wright came to Elliot Lake last May from Hamilton, Ontario. In Hamilton he was Supervisor of basic upgrading at the Adult Education Centre. He is a graduate of McMaster University where he majored in Physics.

On the International Scene

(Continued from Page 35)

Greece

Post: Industrial Design/Marketing (Post No. 7). Duration: 12 months with possibility of extension on mutual agreement for an additional period of 12 months. Desirable starting date: 1 August 1969 or as soon as possible thereafter. Salary U.S.: between \$13,110 and \$16,035.

Duty station: Athens.

Post: Tool and Die Designer (Post No. 5). Duration: 12 months with possibility of extension on mutual agreement for an additional period of 12 months. Desirable starting date: June 1969 or as soon thereafter as possible. Salary U.S.: between \$10,730 and \$13,909.

Duty station: Athens.

Post: Industrial Economist (Post No. 2). Duration: 12 months with possibility of extension for an additional 36 months. Desirable starting date: as soon as possible. Salary U.S.: between \$13,110 and \$16,035.

Duty station: Athens.

Post: Extension Adviser (Post No. 6). Duration: 12 months with possibility of extension on agreement for an additional period of 15 months. Desirable starting date: 1 October 1969 or as soon thereafter as possible. Salary U.S.: between \$13,110 and \$16,035.

Duty station: Athens.

Post: Industrial Engineer (Post No. 3). Annual salary U.S.: between \$13,110 and \$16,035.

Duty station: Athens.

Kenya

Post: Chief of Project. Desirable starting date: as soon as possible. Annual salary: between U.S. \$14,110 and \$16,035.

Duty station: Nairobi.

Post: Expert/Instructor in Welding Trades. Desirable starting date: 1/9/68. Annual salary: from U.S. \$7,287 to \$10,653.

Duty station: Nairobi.

Post: Expert/Instructor in Woodworking Trades. Desirable starting date: 1/4/68. Annual salary: from U.S. \$7,287 to \$10,653.

Duty station: Nairobi.

Sur la scène internationale

(Suite de la page 35)

Grèce (suite)

Poste: commercialisation et amélioration de produits (poste no. 7). Durée: 12 mois, avec possibilité de prolongation pour 12 mois, après accord mutuel. Date de début souhaitable: 1^{er} août 1969, ou dès que possible après cette date. Traitement annuel U.S.: entre \$13,110 et \$16,035.

Lieu d'affectation: Athènes.

Brésil

Poste: Expert, inspection du travail. Durée: contrat de 12 mois. Date de début souhaitable: le plus tôt possible. Traitement annuel U.S.: entre \$10,730 et \$13,909.

Lieu d'affectation: Rio de Janeiro ou Brasília.

Roumanie

Poste: programmation et despatching (gestion de production). Traitement annuel U.S.: entre \$13,110 et \$16,035.

Lieu d'affectation: Bucarest.

Bulgarie

Poste: commercialisation et ventes. Traitement annuel U.S.: entre \$13,110 et \$16,035.

Lieu d'affectation: Sofia.

Suisse

Poste: Formation professionnelle pour les emplois de bureau et des services, y compris l'hôtellerie et le tourisme. Durée: un ou deux ans. Date de début souhaitable: dès que possible. Traitement annuel U.S.: entre \$10,730 et \$13,909.

Lieu d'affectation: Genève.

Uruguay

Poste: Expert en organisation et administration du travail dans les ports. Durée: douze mois, avec possibilité de prolongation. Date de début souhaitable: dès que possible. Traitement annuel U.S.: entre \$10,730 et \$13,909.

Lieu d'affectation: Montevideo.

Hongrie

Poste: chef de projet — gestion générale. Traitement annuel U.S.: entre \$13,110 et \$16,035.

Lieu d'affectation: Budapest.

Afrique

Poste: Conseiller régional, développement des petites industries. Durée: 12 mois avec pos-

sibilité de prolongation après accord mutuel. Date de début souhaitable: aussitôt que possible. Traitement annuel U.S.: entre \$13,110 et \$16,035.

Lieu d'affectation: Lagos, Nigéria.

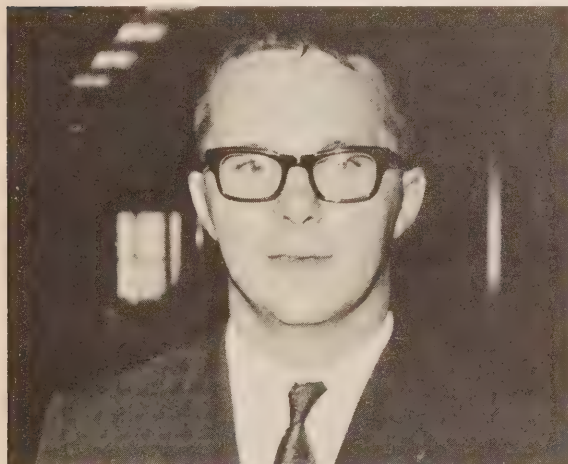
Maroc

Poste: Expert en évaluation et en planification de la main-d'oeuvre. Durée: 12 mois, avec possibilité de prolongation. Date de début souhaitable: aussitôt que possible. Traitement annuel U.S.: entre \$10,730 et \$13,909. Lieu d'affectation: Rabat.

Tunisie

Poste: expert en mesure de productivité et comparaison interentreprises. Durée: 24 mois, avec possibilité de prolongation. Date de début souhaitable: immédiatement ou le plus rapidement possible. Traitement annuel U.S.: entre \$13,110 et \$16,035.

Lieu d'affectation: Tunis, mais des déplacements de courte durée sont à prévoir à l'intérieur du pays.



Student of the Year

David Armstrong of Georgetown, Ontario, holds the Student of the Year Award which he won at recent graduation exercises at the Provincial Institute of Automotive and Allied Trades, Toronto. The presentation was made by G. G. Ingles, Principal. David has graduated from the Motor Vehicle Repair course, and he was apprenticed to Armstrong Motors in Georgetown. The course is part of the Ontario Department of Labour's on-the-job training program.



D. C. Flemming

— Matthews Photo Lab, Calgary, Alberta

D. C. Fleming Retires

Alberta educator, Donald C. Fleming, has announced his retirement as Principal of Calgary's 51-year-old Southern Alberta Institute of Technology of which he has been an integral part for the past 33 years.

In 1943 Mr. Fleming accepted a part-time instructional position in Radio Servicing and Mathematics at the Provincial Institute of Technology and Art, as the Southern Alberta Institute was then called. In 1936 he became a full-time instructor in Radio.

During 1944-45, Mr. Fleming was a radio operator in the Canadian Merchant Navy. After his war service, he returned to the Institute and resumed teaching. Mr. Fleming originated the Commercial Radio Operating course offered at S.A.I.T. until last year. In 1947, he was appointed Head of the Electrical Department.

He became Acting Shop Director during 1957-1958 while the Director was on leave of absence in Burma.

In 1958, Mr. Fleming was appointed to the newly created post of Director of Instruction. From here he moved to the post of Vice-Principal in 1962; and on the retirement of F. C. Jorgenson in July, 1966, he became Principal.

Building For Tomorrow

Although the Technical and Vocational Training Agreements expired on March 31, 1967, the capital assistance program has been extended and new agreements are being signed so that each province may now claim an amount equal to \$800 per person in the 15 to 19-year age group according to the 1961 census. For the first \$480

per capita, the province may claim 75 per cent of approved expenditures; the remaining \$320 per capita may be claimed at the rate of 50 per cent.

The following data summarizes the extent of the capital investment in Technical and Vocational schools and equipment since April 1, 1961.

These figures apply to approval of projects only and will not match the figures for actual claims by the provinces during the same period.

Prov	New School Facilities			Additions, Alterations and Equipment - Existing Schools				Student Accommodations		Student Places	Total Estimated Cost	Estimated Federal Share	
	Inst Tech	Adv Trg Sch	Voc HS	Inst Tech	Adv Trg Sch	Voc HS	Minor under 10,000	Spec Eqp	No. Proj				No. Accommodations
Nfld	1	12	-	-	1	-	4	-	1	100	3,870	31,899,769	23,150,535
PEI	-	1	1	-	-	-	6	-	-	-	1,486	3,859,066	2,894,287
NS	2	7	11	-	8	-	2	-	1	200	6,013	25,231,782	17,524,887
NB	2	4	1	-	2	1	32	-	1	75	3,695	13,999,897	9,613,417
Que	7	31	111	13	54	6	6	2	2	451	113,228	305,430,819	185,091,560
Ont	2	14	319	5	27	51	40	-	2	56	219,996	806,772,900	368,537,324
Man	1	2	1	-	7	10	49	2	-	-	6,752	27,555,300	20,243,628
Sask	1	-	12	1	1	5	1	-	-	-	12,634	49,447,691	27,168,033
Alta	2	5	50	1	5	7	6	-	-	-	35,142	130,009,057	80,897,976
BC	1	6	34	-	5	34	4	-	-	-	36,624	80,191,236	55,991,456
Yuk	-	1	-	-	-	1	-	-	-	-	482	1,512,644	992,593
NWT	-	-	-	-	1	-	-	-	-	-	30	869,750	136,519
Total	19	83	540	20	111	115	150	4	7	882	439,952	1,476,779,911	792,242,215
(1) All the Institutes of Technology listed will offer Trade Training Courses with the exception of Institutes in Ontario, the British Columbia Institute of Technology and 6 of the Institutes in Quebec.													
(2) This category includes Technical Secondary Schools and vocational departments in Composite High Schools.													
(3) From April 1, 1966.													

S.A.I.T. Opens Tower Building

The Southern Alberta Institute of Technology in Calgary officially opened its new \$12,625,000 Tower Building this October.

The opening of the new building provided space and facilities for 12 new courses that began this fall. It also provided the campus with a new library, a computer centre, closed circuit television and expanded food service facilities.

The campus population in two and three-year day courses increased from last year's 1500 to 2500 this fall.



DEPARTMENT OF MANPOWER AND IMMIGRATION
MINISTÈRE DE LA MAIN-D'OEUVRE ET DE L'IMMIGRATION

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MANPOWER TRAINING IN CANADA

LA FORMATION DE LA MAIN-D'OEUVRE AU CANADA



SPRING
PRINTEMPS
1968



J. Northey,
Editor,
Information Service

J. Northey
Directrice,
du Service d'information.

MANPOWER TRAINING IN CANADA has been designed to assist the many individuals and organizations actively engaged in, or connected with, Canada's expanding training program to increase skilled manpower.

Its purpose is to help establish communication among those engaged in local, regional or national developments by allowing interested individuals and organizations to comment on developments within their own specific areas of endeavour.

Contributed articles or other material will be given every consideration.

***DEPARTMENT OF MANPOWER
AND IMMIGRATION, CANADA***

Hon. Jean Marchand
Minister

Tom Kent
Deputy Minister

LA FORMATION DE LA MAIN-D'OEUVRE AU CANADA vise à servir les personnes et organismes qui, en grand nombre, participent de près ou de loin au programme de formation des travailleurs spécialisés, au Canada.

La revue s'efforce de favoriser les échanges de vues et d'idées entre personnes et organismes qui exercent à ce sujet une activité locale, régionale ou à l'échelle du pays, et leur permettant de faire toutes les observations pertinentes sur le travail accompli dans les domaines de leur compétence.

La revue prendra en considération les articles, photos, etc., qu'on voudra bien lui faire parvenir.

***MINISTÈRE de la MAIN-D'OEUVRE
ET DE L'IMMIGRATION, CANADA***

Le Ministre
Honorable Jean Marchand

Le sous-ministre
Tom Kent

Incorporating Technical and Vocational Education in Canada

Antérieurement l'Enseignement technique et professionnel au Canada

avis aux lecteurs

Si vous désirez recevoir les prochains numéros, faites inscrire votre nom ou celui de vos amis sur la liste d'envoi, en vous adressant à:

**LA FORMATION DE LA MAIN-D'OEUVRE
AU CANADA,
Division de la Main-d'Oeuvre,
Ministère de la Main-d'Oeuvre et de
l'Immigration,
OTTAWA.**

a note to readers

Should you wish to have your name or names of your colleagues placed on the mailing list for subsequent issues, you are asked to communicate with:

**"MANPOWER TRAINING IN CANADA,"
Canada Manpower Division,
Department of Manpower and Immigration,
OTTAWA.**

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This publication is produced by the Information Service, Department of Manpower and Immigration, for the Program Support Branch.

La présente publication est une production du Service d'information du ministère de la Citoyenneté et de l'Immigration, pour les fins de la Direction du soutien des programmes.

In 1967 the development of several training programs based on the Systems approach was commenced by the System Training Group of Canadian National Telecommunications. Experience gained with those programs will lead to improved and more economical programs in other areas of training.

Competent employees are required to ensure maximum exploitation of the capital investment of any business. However, rapid advances in technology are constantly shifting the very foundations of business enterprise and threatening employees with obsolescence of their capabilities. One of the characteristics of the 20th century is that the umbrella of employee knowledge and skill is shrinking. Knowledge and skills carried our fathers through an entire lifetime of work. Today, useful knowledge and skills are of relatively short duration. In the decades ahead the problem will be critical.

The maintenance of adequate levels of employee knowledge and skills is of prime importance for the survival of a business. In the light of rapid change and technological advances conventional training methods and attitudes must be replaced by those which are more effective.

Fortunately, during the past decade there has been primarily in the U.S.A. a virtual revolution in industrial training concepts. This revolution was initiated by military training groups and has been picked up by industrial trainers in certain progressive industries. Even the rather conventional educational establishment is becoming aware of the exciting possibilities of new breakthroughs in learning theories and technology.

At the heart of the revolution in training technology is the "Systems Approach". Compared with conventional training concepts and practices it is analogous to the difference between the cottage craft industries prior to the Industrial Revolution and a modern automated plant. Not only is the new product achieved more quickly and economically but it is of better and more uniform quality than the old.

The basic concept of "Systems" training is simple to appreciate but considerable understanding is needed to ensure effective application. The concept is not new. Rather, it has been ignored until very recent years.

The essence of systems training can be explained in conjunction with Figure 1.

SYSTEMS APPROACH TO TRAINING

by W. H. CUMBERLAND,

*Training Officer,
C.N. Telecommunications*

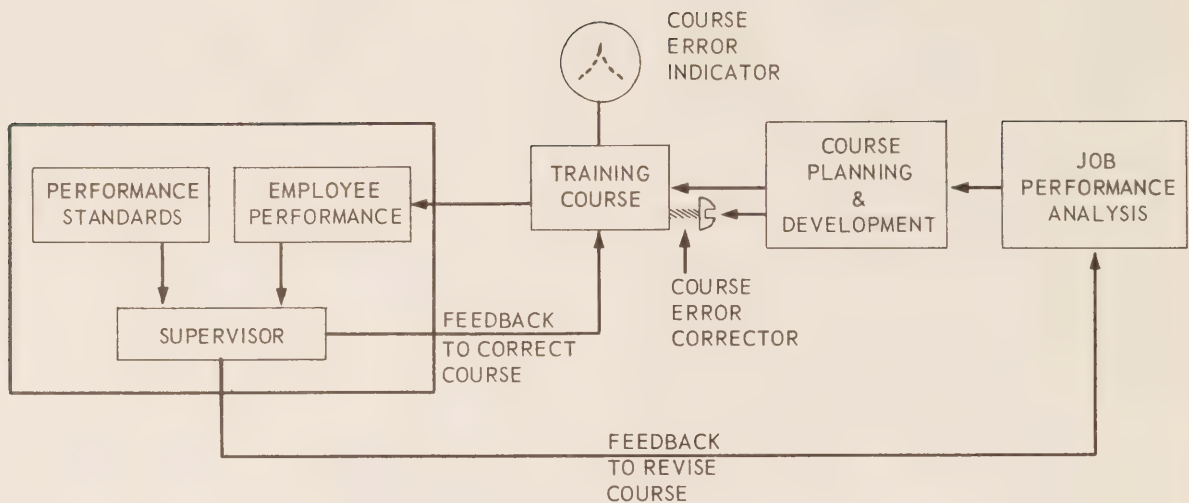


FIG. 1 — BASIC CYCLE OF A SYSTEMS TRAINING PROGRAM

The first step in developing a "Systems" training program is to establish the actual standards of performance required of an employee on a specific job. This is usually difficult because supervisors responsible for performance standards must commit themselves. It is necessary to list in detail what the employee is expected to do and with what level of capability. The standards and allowable tolerances of performance on a specific job must be established before any attempt is made to develop a training program. You must have a target before you shoot. This is the analysis stage.

The next step is to plan the training strategy that will permit an employee to acquire the required performance capability. This is no mean task and there are relatively few people yet skilled in this area. There can be no doubt that a new breed of professional trainer, capable of applying the latest concepts in learning theory and educational technology is required for this function.

The next step is to process the employee through the program which has been evolved to provide for the required behaviour or job performance. The training techniques now being

introduced are quite sophisticated compared with older and more conventional training programs. The emphasis must be on individual, personalized instruction.

Finally, the newly trained employee goes on the job. Here the supervisor must discriminate between employee performance and specified job performance standards. At this point it is essential that there be feedback to the trainers. This feedback will indicate whether slight adjustments to the program are necessary to ensure the required level of job performance or if a re-analysis of the job is needed to produce a satisfactory training program.

The above observations are very basic. In reality the "systems approach" requires considerable involvement between trainers and the people at all levels in an organization. Figure 2 offers a hint as to the degree of involvement required for the effective application of systems training in industry.

For those who would like to follow up the idea of the systems approach to training the following references may be of value:

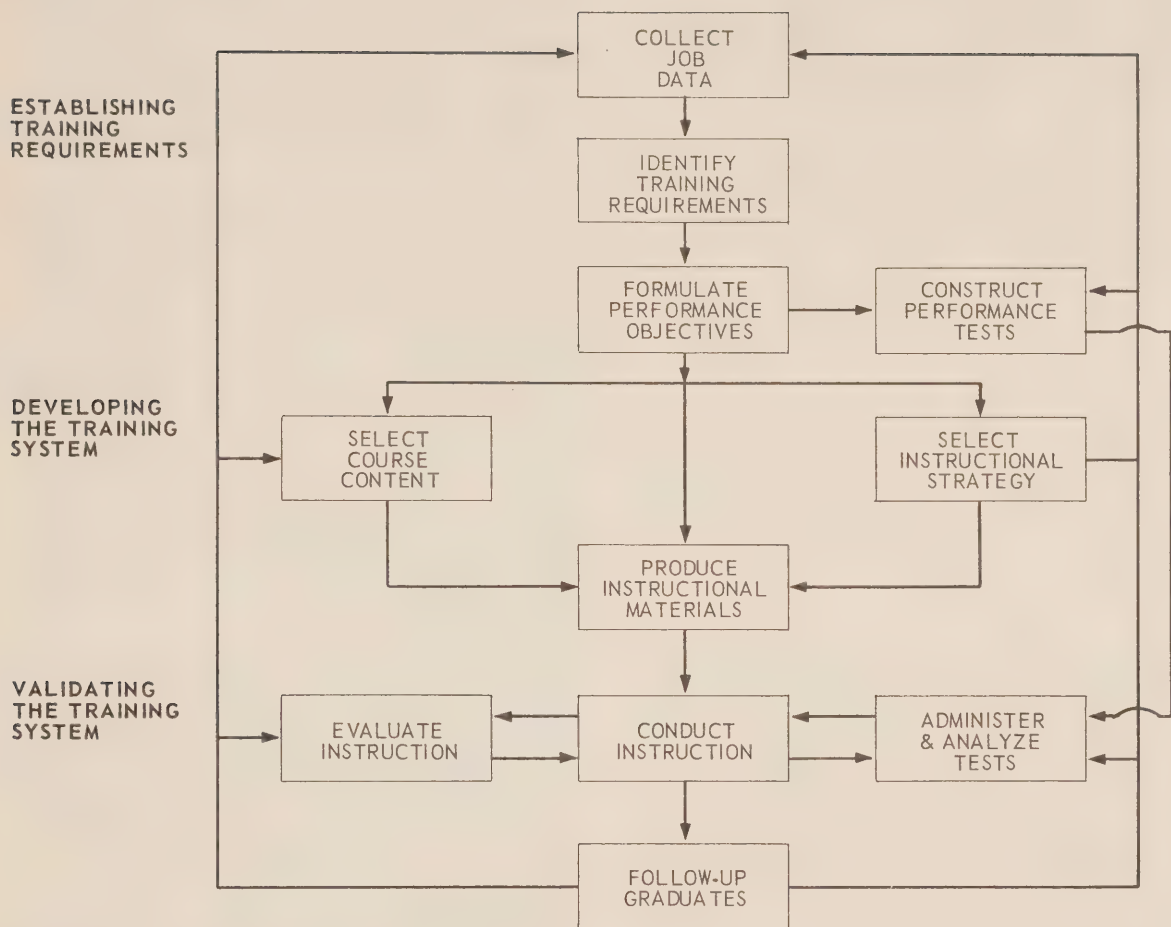


FIG. 2 — TEN STAGES OF A TRAINING SYSTEM

1. *"Fundamentals of Teaching Machine and Programmed Learning Systems"*, Leonard C. Silvern, Education and Training Consultants, 379 Teakwood Road, Los Angeles, California 90049.
2. *"Systems Approach Gets Results"*, Tracey, Flynn and Legere, Training in Business and Industry, June 1967. ■

Films:

One of the best films made in Canada so far dealing with the main elements and philosophies of adult re-training is a half-hour colour item entitled *"Winds of Choice"*. It tells the story of a laid-off farm hand and a high school dropout in their search for knowledge to equip them to compete in today's technological world. Currently this film is only available from the Ontario Department of Education but within two or three months it should be available from the National Film Board's regional libraries.

LA TECHNIQUE DE FORMATION DITE “PAR SYSTEMES”

par W.H. CUMBERLAND,

*Agent de formation,
Service des télécommunications du CN*

En 1967, le Groupe de la formation par systèmes, du Service des télécommunications du CN, a commencé l'élaboration de plusieurs programmes de formation basés sur la technique des systèmes. L'expérience acquise grâce à ces programmes nous vaudra des programmes améliorés et plus économiques dans d'autres secteurs de la formation.

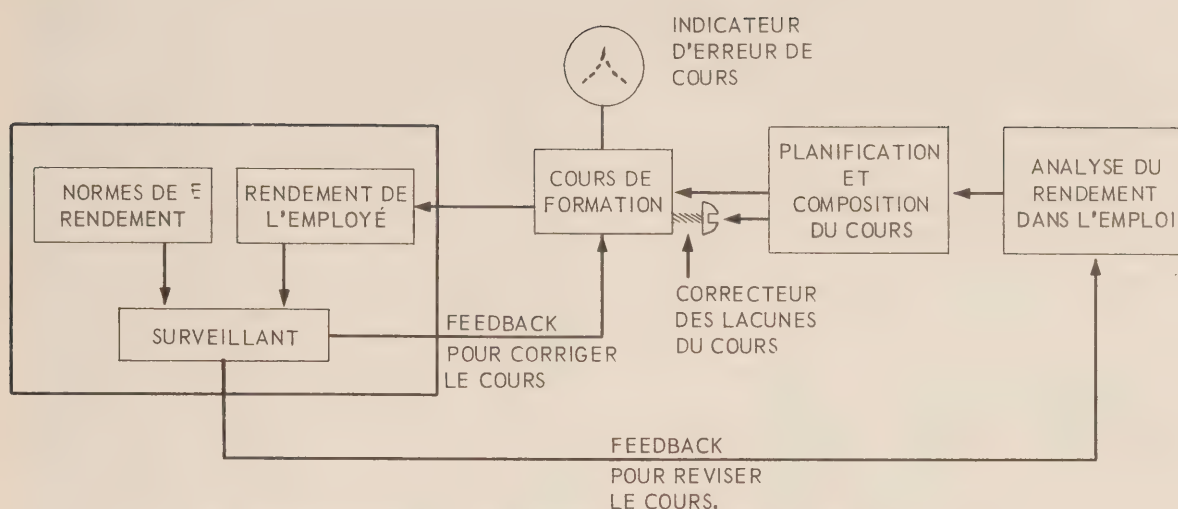
Il faut des employés compétents pour faire fructifier autant que possible le capital investi dans une entreprise. Cependant, les progrès rapides de la technologie déplacent constamment les fondations mêmes des entreprises commerciales et menacent de faire tomber en désuétude les compétences des employés. Une des caractéristiques du 20^e siècle, c'est que l'éventail des connaissances et aptitudes de l'employé se rétrécit. Nos pères pouvaient traverser toute leur vie active, après l'école et l'apprentissage. De nos jours, connaissances et aptitudes utiles sont de courte durée. Dans les décennies à venir, cette situation posera un grave problème.

Pour qu'une entreprise puisse survivre, il est essentiel que les connaissances et les aptitudes de ses employés demeurent à un niveau satisfaisant. A la lumière des transformations rapides et des progrès technologiques, il nous faut remplacer les attitudes et les méthodes conventionnelles de formation par d'autres plus efficaces.

Heureusement, il s'est produit, au cours de la décennie passée, particulièrement aux États-Unis, une véritable révolution dans les concepts de formation industrielle. Cette révolution, déclenchée par les groupes d'entraînement de l'armée, a été reprise par les agents de la formation industrielle de certaines industries progressives. Même l'institution ordinaire d'enseignement prend conscience des possibilités intéressantes qui se dégagent des nouvelles théories et techniques d'enseignement.

Au coeur de la révolution des techniques de formation, on retrouve la “technique de formatoin par système”. Si on le compare aux méthodes et pratiques traditionnelles de formation, ce système est analogue à la différence entre une industrie artisanale d'avant la révolution industrielle et une usine moderne complètement automatisée. Le nouveau produit est non seulement terminé plus rapidement et plus économiquement, mais il est d'une qualité supérieure à l'ancien, tout en étant plus uniforme.

TABLEAU 1



CYCLE FONDAMENTAL D'UN PROGRAMME DE FORMATION PAR SYSTÈME

L'idée de base de la formation "par systèmes" est facile à reconnaître, mais il faut la comprendre parfaitement pour en assurer une application efficace. L'idée n'est pas nouvelle. Mais on l'avait plutôt ignorée jusqu'à ces dernières années.

L'essence de la formation par systèmes s'explique facilement au moyen de la figure 1.

La première étape dans l'élaboration d'un programme de formation par systèmes est de fixer les normes réelles du rendement exigé d'un employé à un poste donné. Ceci est particulièrement difficile, vu que les surveillants chargés d'établir les normes de rendement doivent s'engager eux-mêmes. Il est nécessaire de dresser une liste de tout ce que l'employé doit faire et du niveau d'aptitude requis. Avant même de créer un programme de formation, il faut d'abord fixer les normes et les tolérances de rendement permises. Vous devez trouver une cible, avant de songer à faire feu. C'est le stade de l'analyse.

Arrêter un plan de stratégie de formation constitue l'étape suivante, qui permettra à l'employé d'acquérir l'aptitude de rendement demandée. Ce n'est pas une tâche facile, et peu de gens possèdent une compétence dans ce secteur. Il ne fait pas de doute qu'un nouveau type d'instructeur, capable d'appliquer les dernières découvertes des théories et de la technique de l'enseignement, devient nécessaire dans ce rôle.

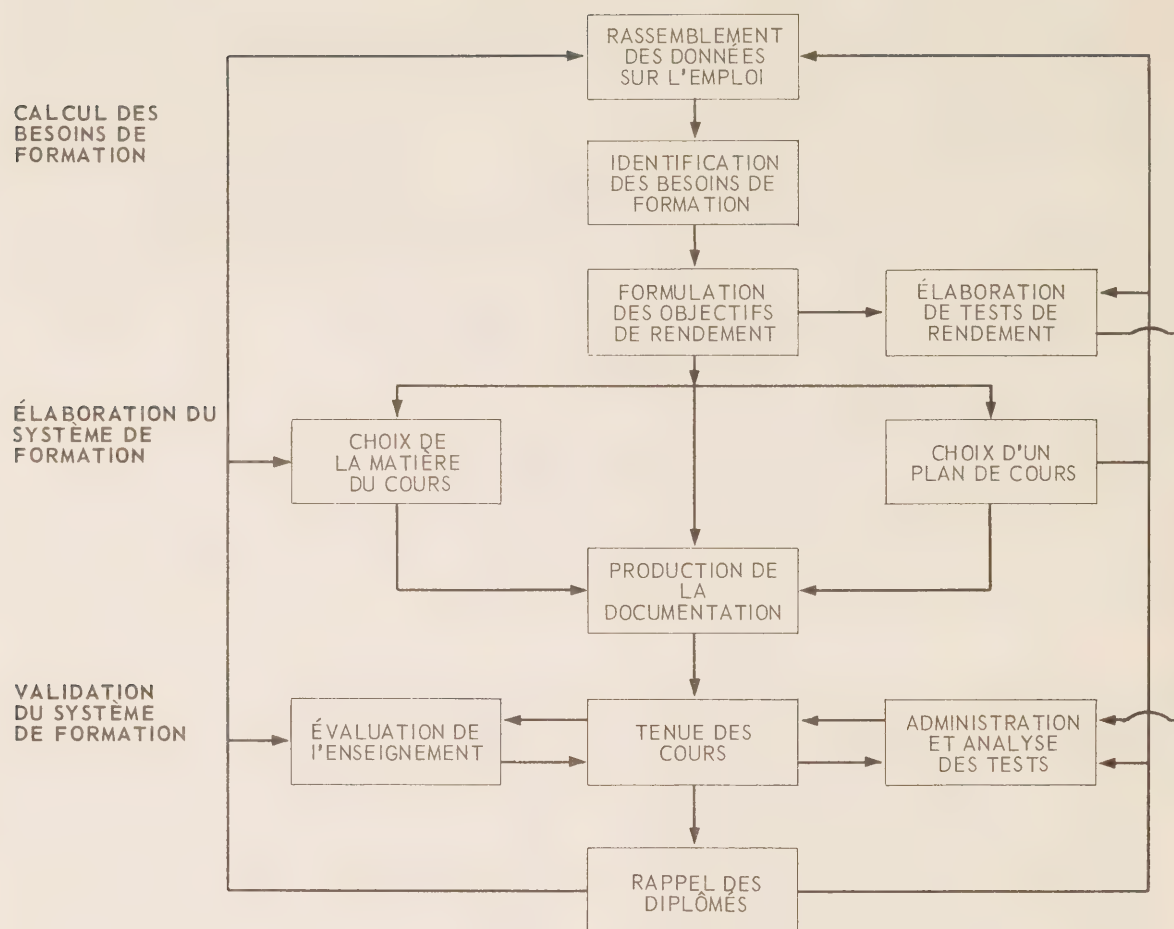
La phase suivante est d'étudier l'employé en fonction du programme conçu, de manière à découvrir le rendement en comportement et en travail exigible. Les techniques de formation mises en question sont très complexes, en comparaison des programmes de formation plus anciens et plus conventionnels. L'accent porte sur l'individu et l'enseignement personnalisé.

Finalement, l'employé nouvellement formé arrive au travail. Ici, le surveillant doit faire la comparaison entre le rendement de l'employé et les normes de rendement de travail établies. Il est essentiel, à ce moment-ci, de faire rapport aux instructeurs. Cette liaison avec les instructeurs permettra les modifications légères qui s'imposeront pour assurer le niveau de rendement de travail requis ou, si une nouvelle analyse du travail est nécessaire, pour établir un programme de formation satisfaisant.

Ces observations ne sont que des observations de base. En fait, la "technique de la formation par systèmes" suppose une participation considérable des instructeurs et des cadres d'une organisation. La figure 2 permet de voir ce travail qu'exige une application efficace de la formation par systèmes au sein de l'industrie.

Pour ceux qui désirent approfondir l'idée de la technique de la formation par systèmes, voici deux ouvrages de référence dignes d'intérêt:

TABLEAU 2



LES DIX PHASES D'UN SYSTÈME DE FORMATION

1. *"Fundamentals of Teaching Machine and Programmed Learning Systems"*, Leonard C. Silvern, Education and Training Consultants, 379, Teakwood Road, Los Angeles, California 90049.
2. *"Systems Approach Gets Results"*, Tracey, Flynn and Legere, Training in Business and Industry, Juin 1967. ■

There has been a long-felt need for a source of co-ordinated information about education. The *Educational Resources Information Centre* (ERIC) is now ready to begin meeting that need, and expects to expand its activities.

There are at present eighteen "clearing-houses", each located in and operated by a university, and each specializing in a specific aspect of education. This network is co-ordinated through the U.S. Office of Education.

The clearing-house dealing with adult education (ERIC/AE) is at Syracuse University, in New York State. It is directed by Roger DeCrow. The associate director is Miss Diana J. Ironside, formerly of the Canadian Association for Adult Education, Toronto, Ontario.

The Purpose

The purpose of ERIC/AE is "to provide easier access to information useful in the education, training and retraining of adults and out-of-school youth". It is primarily interested in published and unpublished documents which add to the understanding of:

1. The intellectual, psychological, social and physical characteristics of adults which significantly affect their learning processes;
2. The combination of career and personal interests and motives which influence the educational needs of adults;
3. The methods of instruction, independent study, program planning, and evaluation which are effective in the education and training of adults;
4. The system of institutional arrangements for providing adult education and training, as well as the economic, social and philosophical factors which govern the operation and growth of this system.

As to subject coverage, ERIC/AE collects useful information from all areas and institutions. Examples of this follow:

Public schools, junior colleges, and universities, both public and private;
Informal, voluntary and community service;
Continuing education organizations in the professions, management and labour;
Industrial and military training centres;
Educational television and the educational divisions of the mass media;
Churches, museums and libraries;

A SOURCE OF INFORMATION ON ADULT EDUCATION

by MISS NAIDA WAITE,

*Training Methods Consultant,
Program Support Branch,*

Department of Manpower and Immigration



Co-operative extension (agricultural);
Local, state, and federal government
agencies;

Business, trade, correspondence and other
proprietary schools.

While the system is designed to avoid overlapping of responsibility between these specialized clearing-houses, they co-operate in the analysis and processing of documents, and share with each other information which is of common concern. This broadens the range of each, and links ERIC/AE to many related disciplines of practical importance to the adult education researcher and practitioner.

Common Terminology

There has also been a recognized need for a common terminology in the field of adult education. The ERIC system is indirectly addressing this need, because their integrated system required common terminology. They use a thesaurus of educational terminology, which was jointly developed by the clearing-houses and the Central ERIC. This will be available to the public under the title *Thesaurus of ERIC Descriptors*, now in the process of being printed. It may be ordered after April 1, 1968, from the Superintendent of Documents, Government Printing Office, Washington, D.C. 20402, under catalogue number OE12031, at \$2.50 (U.S. funds).

The clearing-houses acquire education documents pertinent to their special field, screen them for usefulness, prepare abstracts from them, index them, and provide this information to Central ERIC. These listings are combined at the U.S. Office of Education, and published in *Research in Education*. This has appeared monthly since November 1966. It is available from the Government Printing Office, Washington, D.C. 20402

for \$11.00 a year, or \$1.00 a single copy. Author, subject, and other indexes appear in each issue, and are cumulated at six-month intervals.

The abstracts give convenient guidance as to the nature of the documents. A reader who wishes to consult a complete research report may buy "hard" copy or microfiche (which contains up to 60 pages per microfiche, but which requires a microfiche reader). The price for hard copy is four cents a sheet. Microfiche, ordered individually, now has a minimum price of 25 cents, following an increase last December. (The December issue provides a table for converting the former prices to the new rate.) However, for "standing orders" for microfiche of all ERIC documents, the price is 8.4 cents per fiche. Documents and microfiche are available from ERRS, The National Cash Register Company, Box 2206, Rockville, Maryland 20852.

Research in Education

It should be noted that only the research reports are available for purchase. Current research projects are listed in *Research in Education*, so that the reader can keep abreast of current as well as completed research, but are not available from the ERIC document reproduction service.

To cover the period just preceding the publication of *Research in Education*, ERIC has published *Office of Education Reports 1956-65*. It is in two volumes — one is for resumes and the other for indexes. These are available from the Superintendent of Documents, Government Printing Office, Washington, D.C. 20402, at \$1.75 (catalogue No. OE-12029) and \$2.00 (catalogue No. OE-12028) respectively.

Some ERIC services will be given through Central ERIC in Washington. Others will be pro-

(Continued on Page 20)

INTERNATIONAL CENTRE IN TURIN

Teachers at a Togolese training centre start getting their message across to the trainees more clearly by using modern educational techniques.

A foundry in the Middle East finds its equipment installation problem solved when an engineer arrives who knows which part goes where.

In both cases the seeds of success were sown in Turin, Italy, where a recently opened international training centre is getting into its stride under the auspices of the United Nations and the International Labour Organisation (ILO), and with Canadian help.

The International Centre for Advanced Technical and Vocational Training, to give it its full title, has trained nearly 1,000 executives, technicians and instructors since it opened in October 1965. They are now back at work in 87 different countries, spreading news of modern business, industrial and teaching techniques by methods in which they have been specially trained.

The underlying principle is that executives and technicians, primarily from developing countries, should go to Turin to acquire knowledge of up-to-date methods which will help them in their work; and that alongside this training they are also taught modern techniques in the transfer of knowledge so that they will be able to pass on what they have learned to their colleagues at home.

Another Turin specialty, from which all participants benefit, is personal development — a series of sessions in which the student is invited to give a spontaneous lecture on which he knows nothing, or to criticise another student who is doing so, with the object of building up each man's self-confidence.

Teaching improved at the African training centre because two of the staff had attended courses at Turin on the management of vocational education. The centre director found that the men had been transformed: they had a new and dynamic approach to their job, and greater self-confidence. The director promptly applied for the course himself.

The Middle East foundry expert discovered when he returned from an engineering course at Turin that the foundry was in trouble with new equipment that had arrived from Europe; there were delays caused by technical difficulties that no one on the spot knew how to solve. The man from Turin knew: he had just been trained on

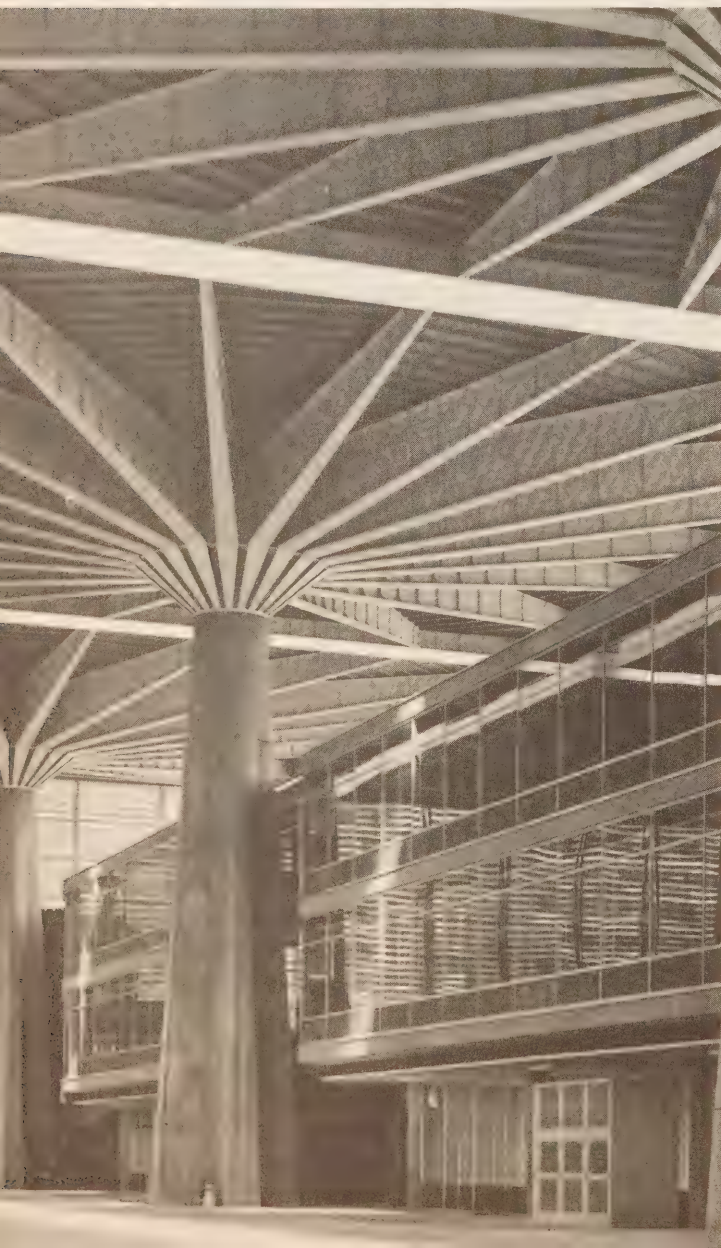
some of the \$1,000,000 worth of machinery installed at the International Centre, and he quickly had the place back in full swing, with higher productivity than before.

His timely arrival was not of course planned that way, and the results of Turin training are not usually quite so dramatic. But reports which are starting to flow into the Centre indicate that the effects of the work being done there are potentially far-reaching.

For the problem of the developing world is not one of money alone. Economic aid funds have been pouring into many of the poorer countries ever since World War II.

Interior of the palace, showing giant concrete supporting columns and administrative offices.

L'intérieur du Palais. On aperçoit ici des colonnes géantes en béton et les bureaux de l'administration.



Experience has shown that this is not enough: the money can buy the sophisticated machines needed to bring increased productivity and higher living standards, but it cannot buy men qualified to run them, or able to manage the factories in which they are installed.

The Task of Turin

Supplying this know-how is the task of the Turin International Centre. It was set up with the far-sighted help of 38 governments, including that of Canada. Canada has been subscribing \$50,000 a year, and the Deputy Minister of Labour, Mr. George V. Haythorne, is a vice-chairman of the Board of the Centre.

The starting point was the offer by the City of Turin to the ILO of extensive modern buildings on the site of Italy's centennial exhibition of 1961. These are dominated by the great glass and steel Palace of Labour, now converted by the city authorities into a complex of workshops and lecture rooms.

A Board was constituted for the centre under the chairmanship of the Director-General of the ILO, Mr. David A. Morse. It includes representatives of 13 governments, six members representing employers' organizations, six representing workers' organizations, and others on behalf of international bodies such as the UN, the ILO, Unesco (the UN Educational, Scientific and Cultural Organization) and Unido (the UN Industrial Development Organization).

Under the Director, Mr. Philippe Blamont, an international faculty drawn from eleven nations now instructs trainees. There are three-month courses in general management, production management, marketing management and the management of vocational education. Six-month courses are given in mechanical, electrical, electronic and automobile engineering.

Courses are planned with developing countries in mind, although this does not exclude participation of qualified applicants from developed countries, where companies may find it useful to have executives trained for operations overseas. A British production engineer has just completed studies at Turin, for example, and the Centre can arrange training on behalf of industrialized countries under bilateral aid programs.

Emigrant engineers were recently trained for Brazil under an arrangement with the Inter-Governmental Committee for European Migration.

Basically, courses are planned with the developing countries in mind. Lecturers do not, for instance, assume the existence in participants' home countries of such advanced economic institutions as stock exchanges.

Practical Training

There are two other aspects that make this Centre's training unique. One is the practice of providing every participant with from three to seven weeks' practical training in European enterprises outside Italy; these are selected according to each person's needs and aptitudes.

The other special feature is the elaborate simultaneous interpretation facilities, which allow men and women to get full value from lectures and group discussions in any of the three working languages — English, French or Spanish.

Audio-visual aids including close-circuit television are in routine use, and plans for the near future include creation of a research unit which will study current training programs in various parts of the world with the aim of determining and publishing the most suitable teaching methods for developing countries.

In this way the Centre's resources, modest by international standards (the 1967 budget was about \$2,500,000), will eventually be of benefit to very large numbers of students around the world.

Studies are usually financed through governments, international organizations, private industry or unions, and application for a course is made either directly to the Centre or through local ILO and UN offices (the Canadian branch is at 178 Queen Street, Ottawa 4, Ontario).

Living Quarters

Students at the Centre live in a secluded modern village which, like the main training building, was originally constructed for the 1961 centennial exhibition. Services include two restaurants, sick quarters, a laundry, a cinema, two bars and a ballroom. The whole complex is set in a tree-shaded park on the bank of the River Po.

Each student has a self-contained split-level suite which includes bedroom and bathroom, and even a teak-lined study area, complete with comfortable armchair. ■

Production management students with (left) a British lecturer; behind him are booths used by interpreters into French and Spanish. These students are from Singapore, Jamaica, Liberia, Egypt, Bulgaria, Trinidad and Britain.

De futurs administrateurs écoutent attentivement un professeur anglais dont les paroles sont interprétées en français et en espagnol. Ces étudiants viennent de Singapour, du Libéria, de l'Égypte, de la Bulgarie, de Trinidad et du Royaume-Uni.



CENTRE INTERNATIONAL DE TURIN

Depuis qu'ils emploient des techniques d'éducation modernes, les enseignants d'un centre de formation togolais se font comprendre plus clairement de leurs élèves.

Le problème d'installation de l'équipement d'une fonderie du Moyen-Orient est résolu à l'arrivée d'un ingénieur qui s'y connaît dans ce domaine.

Dans ces deux cas, les facteurs de succès ont pris naissance à Turin, en Italie, où un nouveau Centre international de formation commence à faire sa marque sous les auspices des Nations Unies et de l'Organisation Internationale du Travail (OIT), et avec l'aide du Canada.

Depuis sa création en octobre 1965, le Centre international de formation technique et professionnelle avancée, pour lui donner son nom au complet, a formé plus de 1,000 administrateurs, techniciens et instructeurs. Ces spécialistes sont maintenant à l'oeuvre dans 87 pays où ils implantent des techniques commerciales, industrielles et pédagogiques modernes, grâce aux méthodes spéciales qu'ils ont appris à maîtriser.

Le principe fondamental, c'est que des administrateurs et des techniciens venant surtout de pays en voie de développement devraient se rendre à Turin pour y apprendre les méthodes mises au point en vue de les aider dans leur travail; dans le cadre de cette formation, on leur enseigne aussi des techniques modernes de transmission des connaissances afin qu'ils puissent communiquer ce qu'ils ont appris à leurs collègues dans leur pays.

Le programme de perfectionnement personnel, qui profite à tous les participants, est une autre spécialité de Turin. Il consiste en une série de séances au cours desquelles l'étudiant est invité à faire une conférence spontanée sur un sujet qu'il ne connaît pas du tout, ou à faire la critique d'un autre étudiant sous ce rapport, tout cela en vue d'accroître chez chacun la confiance en soi.

L'enseignement donné au Centre africain de formation s'est amélioré parce que deux instituteurs ont suivi, à Turin, des cours en administration de l'éducation professionnelle. Le directeur du Centre a constaté que ces hommes avaient été transformés: ils avaient une façon nouvelle et dynamique d'envisager leur travail et leur confiance en soi s'était accrue. Le directeur s'est vite inscrit lui-même à ce cours.

Le spécialiste d'une fonderie du Moyen-Orient découvrit, à son retour de Turin où il avait suivi un cours de génie, que l'entreprise fonctionnait mal à cause du nouvel équipement qui venait d'arriver d'Europe. Il y avait des retards causés par des difficultés techniques que personne ne savait résoudre. Mais cet homme venant de Turin savait ce qu'il fallait faire: il venait tout juste de se familiariser avec une partie de la machinerie d'une valeur d'un million de dollars installée au Centre international, et il eut vite fait de relancer cette entreprise tout en augmentant sa productivité.

Bien entendu, ce n'est que par hasard qu'il est arrivé au bon moment, et les résultats de la formation donnée à Turin ne sont pas, d'habitude, aussi sensationnels. Toutefois, d'après les rapports qui commencent à affluer vers le Centre, le travail qu'on y fait pourrait avoir une influence d'une portée incalculable.

Car le problème du monde en voie de développement n'est pas un problème d'argent seulement. Depuis la Seconde Guerre mondiale, les fonds d'assistance économique n'ont pas cessé d'affluer vers beaucoup de pays pauvres.

Cependant, l'expérience a démontré que ce n'est pas assez: l'argent peut acheter les machines dernier cri nécessaires à l'accroissement de la productivité et à l'amélioration des conditions de vie, mais il ne peut acheter les hommes qui en connaissent le fonctionnement ou qui peuvent gérer les usines où elles sont installées.

Le Centre international de Turin a pour tâche de diffuser ce savoir-faire. Il a été établi grâce à la prévoyance de 38 gouvernements, dont celui du Canada qui contribue à cette fin \$50,000 par année, et le sous-ministre du Travail du Canada, M. George V. Haythorne, est le vice-président du conseil d'administration du Centre.

Le projet a pris naissance lorsque la ville de Turin offrit à l'OIT les vastes édifices modernes qui se trouvaient sur le terrain où avait eu lieu l'exposition du centenaire de l'Italie, en 1961. Ces édifices sont dominés par le palais du Travail, imposante structure de verre et d'acier que les autorités de la ville ont maintenant convertie en un complexe d'ateliers et de salles de cours.

Le Centre a été doté d'un conseil d'administration présidé par le directeur général de l'OIT, M. David A. Morse. Le Conseil comprend des représentants de 13 gouvernements, 6 membres

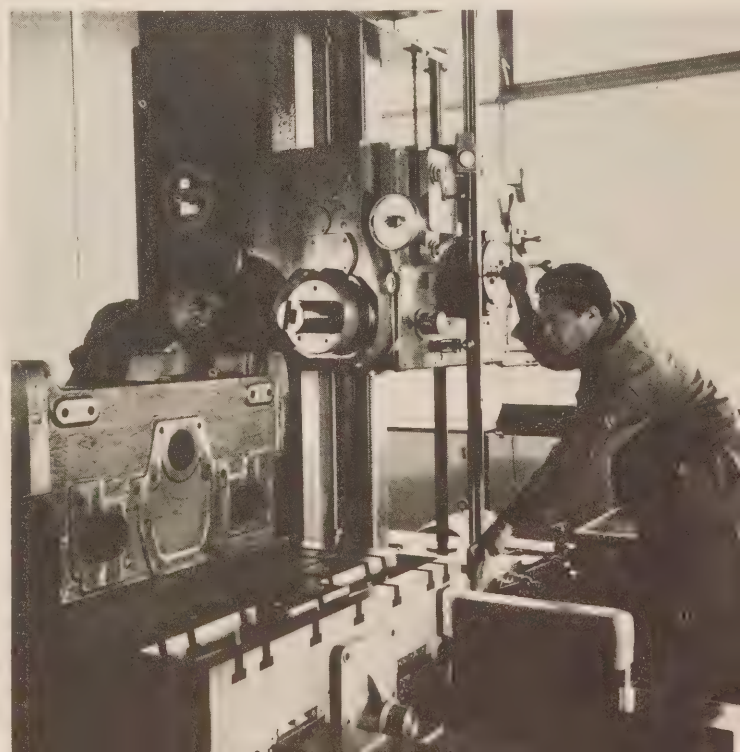
représentants des organisations patronales, 6 membres représentant des organisations ouvrières et d'autres représentants d'organisations internationales telles que l'ONU, l'OIT, l'Unesco (l'Organisation des Nations unies pour l'éducation, la science et la culture) et l'Unido (l'Organisation des Nations unies pour le développement industriel).

Sous la direction de M. Philippe Blamont, une faculté internationale où 11 nations sont représentées assure maintenant la formation des élèves. Elle offre des cours de trois mois en administration générale, en gestion de la production, en organisation de la distribution et en administration de l'éducation professionnelle. Des cours de six mois sont donnés en génie des constructions mécaniques, en électrotechnique, en technique électronique et en technique de l'automobile.

Les cours sont conçus à l'intention des pays en voie de développement, mais ils ne s'adressent pas moins aux candidats qualifiés provenant de pays développés, où il arrive que certaines entreprises jugent utile de donner une formation spéciale aux administrateurs qu'ils destinent aux opérations outre-mer. Par exemple, un ingénieur de la production venant de la Grande-Bretagne vient de terminer ses études à Turin, et le Centre peut organiser des cours de formation à l'intention des pays industrialisés, dans le cadre de programmes d'aide bilatéraux.

South American students at work on a U.S.-made horizontal borer.

Étudiants sud-américains au travail avec une foreuse horizontale fabriquée aux États-Unis.



Des ingénieurs immigrants destinés au Brésil ont été récemment formés en vertu d'une convention conclue avec le Comité inter-gouvernemental des migrations européennes.

Les cours sont essentiellement organisés pour les pays en voie de développement. Par exemple, les conférenciers ne supposent pas qu'il y ait dans les pays des participants des institutions économiques aussi complexes qu'une bourse des valeurs.

Deux autres aspects de la formation donnée à ce Centre contribuent à le rendre seul en son genre. Il y a d'abord la coutume d'envoyer chaque participant faire un stage de formation pratique de trois à sept semaines dans les entreprises européennes en dehors de l'Italie; ces entreprises sont choisies suivant les besoins et les aptitudes de chacun.

L'autre avantage spécial, ce sont les vastes services d'interprétation simultanée qui permettent aux hommes et aux femmes qui participent aux cours et aux discussions en groupe d'en tirer le meilleur parti possible, dans l'une ou l'autre des trois langues de travail — l'anglais, le français ou l'espagnol.

Les techniques audio-visuelles, y compris la télévision en circuit fermé, sont couramment utilisées et, entre autres choses, on projette de créer dans un avenir rapproché un service de recherche qui étudiera les programmes de formation présentement en vigueur dans différentes parties du monde, en vue d'établir quelles mé-

thodes d'enseignement conviennent le mieux aux pays en voie de développement et de préparer à ce sujet certaines publications.

Ainsi, les ressources pécuniaires du Centre, qui sont modestes d'après les normes internationales (le budget de 1967 était d'environ \$2,-500,000), profiteront éventuellement à un très grand nombre d'étudiants dans le monde entier.

Les cours sont habituellement subventionnés par des gouvernements, des organisations internationales, l'industrie privée ou des syndicats, et les demandes d'inscription à un cours sont adressées directement au Centre ou aux bureaux locaux de l'OIT ou de l'ONU (au Canada, le bureau-succursale est situé au 178, rue Queen, Ottawa 4, Ontario).

Les élèves du Centre vivent dans un village moderne retiré, qui a d'abord été construit, comme le principal édifice de l'école d'ailleurs, pour l'exposition du centenaire de 1961. Les services offerts aux étudiants comprennent deux restaurants, des infirmeries, une buanderie, un cinéma, deux bars et une salle de danse. Ce vaste complexe est situé dans un parc ombragé, en bordure du Pô.

Chaque étudiant occupe une suite indépendante à mi-étages comprenant une chambre à coucher et une salle de bain, et même une étude aux murs revêtus de teck, sans oublier le confortable fauteuil.

Mais l'étudiant est censé fournir sa pipe et ses pantoufles! ■

The Centre's residential village for students.

Quartier d'habitations de la cité étudiante.



Donald Lowe was born and educated in Scotland. He immigrated to Canada in 1906 to begin a long and varied career in engineering. Until he retired in 1963, Mr. Lowe held various supervisory and consulting positions in almost every province of Canada. Apparently he prefers working, for now Mr. Lowe is serving with CUSO in Fort Portal, Uganda on a two-year engineering assignment. At 79, Donald Lowe has the distinction of being CUSO's oldest volunteer.

As Regional Engineer of a large territory in Uganda for the Ministry of Works, Mr. Lowe finds his new venture offers plenty of variety. He says:

"My responsibilities include not only the maintenance of roads and bridges, but also the maintenance of numerous government institutions, hospitals, training establishments, water supplies, new buildings and various other etceteras. The scope of my activities may be illustrated by the fact that my first official phone call received as Regional Engineer was a request for a coffin."

Obviously the job must be quite different from those Mr. Lowe filled in Canada. Still, according to him, there are points of similarity, though salary isn't one of them.

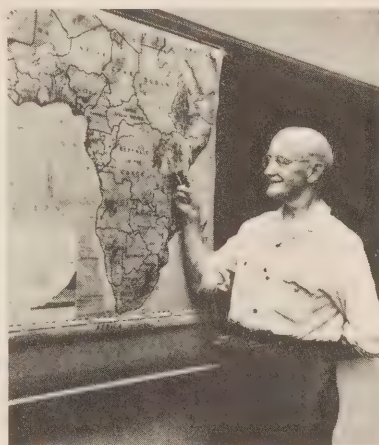
"The responsibilities of my job in many respects parallel those I had with the Canadian Navy at Halifax at a salary of \$10,000 a year. The Uganda Civil Service rate for the position starts at approximately 600 Canadian dollars."

Although Donald Lowe is based in Fort Portal, his territory is comprised of the three kingdoms of Bunyoro, Toro and Ankole and the district of Kigesi. The entire area is 500 miles long by 150 miles wide. Mr. Lowe says that his main problem is that of transportation and that a car is an absolute necessity in any major technical job filled by a volunteer.

"My first task, besides getting acquainted with the administrative setup, is to visit the various sections of my district and become acquainted with the sub-staffs and the problems of their respective areas. For this purpose my predecessor is taking me around in his car but on his departure I shall have to provide my own transportation." ■

OLDEST CUSO VOLUNTEER

"Canadian University Service Overseas" is an independent voluntary agency founded in 1961 to provide help to emerging nations requesting it. That year CUSO sent 17 volunteers to four countries (all of them recruited through universities, hence the name Canadian University Service Overseas). Now, several hundred CUSO volunteers are working in over 35 countries throughout Asia, Africa, Latin America, and the Caribbean.



Donald Lowe

(Continued from Page 12)

vided directly by ERIC/AE (or other Clearing-houses), or disseminated "through the journals, newsletters and other information channels to which (educators) usually attend.

The current list of Clearing-houses is as follows:

ERIC CLEARING-HOUSE ON THE DISADVANTAGED, Yeshiva University, 55 Fifth Avenue, New York, New York 1003 — Dr. Emund W. Gordon, Director.

ERIC CLEARING-HOUSE ON JUNIOR COLLEGES, University of California at Los Angeles, 405 Hilgard Avenue, Los Angeles, California 90024 — Dr. Arthur M. Cohen, Director.

ERIC CLEARING-HOUSE ON EXCEPTIONAL CHILDREN, Council for Exceptional Children, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 — Dr. June B. Jordan, Director.

ERIC CLEARING-HOUSE ON RURAL EDUCATION AND SMALL SCHOOLS, New Mexico State University, University Park, New Mexico 88070 — Dr. Alfred M. Potts, Director.

ERIC CLEARING-HOUSE ON LINGUISTICS AND THE UNCOMMONLY TAUGHT LANGUAGES, Center for Applied Linguistics, 1717 Massachusetts Avenue, N.W., Washington, D.C. 20036 — Dr. A. Hood Roberts, Director.

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ERIC CLEARING-HOUSE ON SCHOOL PERSONNEL, City University of New York, 33 West 42nd Street, New York, New York 10036 — Dr. Leonard J. West, Director.

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ERIC CLEARING-HOUSE ON EDUCATIONAL ADMINISTRATION, University of Oregon, Eugene, Oregon 97403 — Mr. Philip Piele, Director.

ERIC CLEARING-HOUSE ON EARLY CHILDHOOD EDUCATION, University of Illinois, 805 West Pennsylvania, Urbana, Illinois 61801 — Dr. Brian Carss, Director.

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ERIC CLEARING-HOUSE ON LIBRARY AND INFORMATION SCIENCES, University of Minnesota, Center for Documentation Information Retrieval, Minneapolis, Minnesota 55455 — Dr. W. Simonton, Director.

ERIC CLEARING-HOUSE ON EDUCATIONAL MEDIA AND TECHNOLOGY, Institute for Communication Research, Stanford University, Stanford, California 94305 — Dr. Wilbur Schramm, Director.

ERIC CLEARING-HOUSE ON EDUCATIONAL FACILITIES, University of Wisconsin, Madison, Wisconsin 53706 — Dr. John Yurkovich, Director.

ERIC CLEARING-HOUSE ON ADULT EDUCATION, Syracuse University, 107 Roney Lane, Syracuse, New York 13210 — Mr. Roger DeCrow, Director.

One most unusual feature of *Research in Education* is the blanket authorization: "Contents of the magazine may be reprinted freely without requesting permission. Mention of the source will be appreciated."

ERIC/AE welcomes comments, suggestions or questions on any aspect of its work. These may be addressed to Mr. Roger DeCrow, Director, ERIC Clearing-house on Adult Education, Syracuse University, 107 Roney Lane, Syracuse, N.Y. 13210. ■

The Southern Alberta Institute of Technology in Calgary, Alberta, celebrated its fiftieth anniversary in technical education in 1966, and is now preparing for its next 50 years.

The first stage in the Institute's development for the future took place last October when the \$12,625,000 Tower Complex was officially opened by Alberta's Lieutenant Governor Dr. Grant MacEwen. The opening ceremonies were chaired by the Honourable R. Reiersen, Alberta's Minister of Education. A commemorative plaque was unveiled by S. E. Kenworthy, Alberta's Deputy Minister of Public Works; and John Munro, M.P. for Hamilton-East and Parliamentary Secretary to the Federal Minister of Manpower and Immigration.

Five Building Complex

With the completion of the five-building Tower Complex, the Institute's floor area was increased to 1,100,000 square feet or more than 25 acres. These enlarged accommodations provide for an immediate increase of 1,000 day students and an eventual day student population of about 5,000.

The centre of the complex is the eleven-storey Tower, a prominent addition to the Calgary skyline. The basement of the Tower contains a large food service area and cafeteria for approximately 500 persons. In addition, it has facilities for training students in new programs which include Short Order and Specialty Cooking, and Commercial Baking.

The ground floor of the Tower has a large rotunda, display areas, a first aid room, and a public lounge, plus a large team-teaching room with the latest in audio-visual equipment.

The entire second floor of the Tower contains the Institute's library which will be one of the largest of any present technical institute in Canada. Besides the spacious study areas and periodical rooms, the library is also large enough to accommodate students of the new program in Library Arts. The third and fourth floors of the Tower provide staff offices and lounges.

Classrooms and laboratories occupy floors five through eight. They are designated for the rapidly expanding Business Education Department, which now offers two year programs in Business Administration, Hotel, Motel and Restaurant Administration, Merchandising Administration and Secretarial Arts. The last two floors will be developed in the next two years to accommodate expansion

SAIT SETS STAGE FOR FUTURE

by ARTHUR MARGUET,

*Director of Applied Arts,
Southern Alberta Institute of Technology*



of these and other Business Education programs.

Throughout the Tower, there are seminar and study rooms for use by staff and students in pursuing private research or conducting small group discussions. The Tower is also equipped with five high-speed elevators for rapid transit between classes. As with all other classrooms and laboratories in the adjacent wings, those in the Tower are equipped for closed circuit instructional television.

The South Wing

The south three-storey wing of the complex has been allocated to the Drafting Department and has been in use since January 1967 for Architectural, Drafting and Surveying Technologies.

The basement of this wing provides temporary facilities for new programs in Journalism Administration and Graphic Arts Administration, two new programs of the Communication Arts Department. Another program of this department is Television, Stage and Radio Arts, located on a temporary basis in the basement of the Chemistry Wing where the only all-colour television production centre in Western Canada is now being completed and from which the programs of the Calgary and Region Educational Television Association originate.

The top floor of the four storey Chemistry Wing will accommodate new courses in Dietary Service Technology and Medical Laboratory Technology.

The remaining floors of the wing allow expansion of the Chemistry Department with a new

second-year option in Chemical Operations Technology and an option in Biochemical Technology in addition to the present Chemical and Chemical Research Technologies. Newly equipped labs are provided for instrumental chemical analysis, organic and inorganic chemistry, and one is specifically designed for teaching students to handle low level radioactive materials.

Computer Technology Program

Another of the four-storey wings has been planned for instruction in Physics and also for a new two year program in Computer Technology for which an IBM 1800 is being used. The computer will also be used to provide assistance for administrative procedures such as time-tabling, student records, and staff teaching loading, and for teaching fundamental principles of data processing in other Institute programs.

The fifth wing of the complex houses the Mathematics and English instructional areas. Here, an audio-visual centre for specialized and remedial teaching in Mathematics will be available to all students. Similarly, a reading clinic and a speech laboratory is provided for all students enrolled in English.

12,000 Students

SAIT has approximately 12,000 students presently enrolled in its Technology, Trades, Applied Arts, Health and Extension Divisions. Current program offerings include 43 diploma and certificate programs and more than 180 extension courses. In addition, SAIT co-operates with the Alberta Department of Labour in the offering of apprenticeship programs leading to Journeyman's status in 18 designated trades.

Future Plans

Future building plans include an additional wing to the Student Activities Building to house additional facilities for a students' physical Education program and instructional areas for Recreation Facility Technology, an additional wing to the Tower Complex for new programs in Health Services, a new building for the Institute's flourishing Alberta College of Art, and Applied Arts building for expansion of programs in business education and communications, students' residences accommodating 1,500 students, and a new Engineering Technologies building. ■

Last year a number of new courses in various aspects of business management were prepared under the aegis of the Program Support Branch of the Department of Manpower and Immigration.

These courses are destined for use in the Business Management Program conducted by the Departments of Education in all provinces in co-operation with local businessmen's associations, such as the Chamber of Commerce, trade and professional associations, and service clubs. This program was inaugurated in the 1963-64 fiscal year when 100 courses were conducted with a total of 2,000 participants. By the end of the 1966-67 fiscal year almost 4,000 businessmen and women had taken advantage of some portion of the program and the service is continuing to provide for some 20,000 persons a year.

The program is designed particularly for the owner/manager of a business who may be lacking in certain management skills, and who is obliged to make managerial decisions in all areas of his business without having specialist assistance. There are approximately 500,000 such entrepreneurs in Canada and they employ almost 40% of the labour force, so that any strengthening of their management abilities has a definite effect on national productivity.

Use Case System

The courses in the program use a modified case system and this permits the participants to obtain experience in solving actual business problems under the guidance of a course leader who is almost always a businessman, highly qualified and experienced in the subject area of the particular course. The course leaders, in turn, are assisted by teaching notes provided by the skilled educators who are the authors of the various courses.

Perhaps the principal cause of business failure for the medium or small enterprise is a lack of marketing skills. For this reason various aspects of marketing management have been emphasized in the program and two of the most recent courses are expected to fill major gaps, not only in the Business Management Program, but in Canadian business education resources as a whole.

The first of these is "Marketing Management for Middlemen", the cases and readings for which have been prepared and edited by Dr. I. A. Litvak, Associate Professor of Marketing, McMaster University.

NEW COURSES IN BUSINESS MANAGEMENT

by J. W. JEFFREY, A.C.I.S.,

*Business Education Officer,
Department of Manpower and Immigration*

Moving goods from the producer to the consumer outlets in the most efficient manner possible is one of the most difficult problems in business. It is particularly difficult in a country such as Canada with its great distances and scattered population. Improvements in this area, however, have rich rewards through better service and lower prices to the consumer and in rationalization of production runs which permit the manufacturers to provide greater employment stability to their workers. The importance of the distribution system is emphasized by the fact that for every dollar's worth of final sales to final buyers, the wholesale trade carries out approximately 52 cents of intermediate purchases and sales.

Many different types of businessmen are involved in the distributive process, including wholesalers, commission agents, manufacturers agents, and rack jobbers. The problems in marketing management faced by such a diverse group are naturally different, so the course has been designed to present a total of 24 cases each of which illustrates some problem in this field of business. From these, a course leader can select those best suited to the particular backgrounds of the participants in any given course.

"Marketing Management for Middlemen" contains seven major sections. These include a survey of the wholesale and distributive system; how to develop the client profile; how to determine the product-service mix; pricing and grouping for profit; sales and distribution analysis; advertising and personal selling; and the distributor-supplier relationship.

The Hospitality Industry

Another new course expected to have a major impact on an important Canadian industry is entitled "Marketing for the Hospitality Industry". This course was prepared by Mr. David C. Dorf, Administrative Associate of the American Hotel Sales Association and a lecturer in hotel marketing at Cornell University. Mr. Dorf is the first author of any of the 30-odd courses prepared for this program who is not a Canadian, which indicates the scarcity of qualified people in this field.

"Marketing for the Hospitality Industry" is a ten session, sequential case course. It concerns a medium sized hotel in a typical Canadian town which is suddenly faced by new and powerful competition. Having previously held a near

monopoly position, management had never developed a marketing policy. The participants are then required to go through the process of developing a marketing plan for all aspects of business, including tourist traffic, group and convention business, food and drink sales. By basing the study on the size of property actually used in the case it is possible to introduce a wide range of marketing tools and ideas. From these ideas participants can select the ones most suited to their own businesses.

A highlight of the readings for this course are the large number of examples of specialized advertising contributed by firms in both Canada and the United States.

A test-run of this course was organized by the Ontario Hotel and Motel Association, with participants representing a wide background of experience in the Canadian hospitality industry, and the brewing and distilling trades. They agreed that the course was applicable to Canadian operations and that they had obtained new ideas which they intended to incorporate into their own businesses.

The Department of Trade and Commerce is recommending this course to all Provincial Tourist Bureaux.

Basic Financial Controls

The owners of many small business operations have only part-time help for the maintenance of their financial records. Frequently such help is relatively poorly qualified and cannot advise the businessman regarding the type of records that should be kept. To meet the needs of such businessmen the Department has recently introduced a course in "Basic Financial Controls".

The intent of this course is to show the minimum records that even a very small business should maintain and, why they should be kept. Ten sessions, dealing with simple but common business situations, take the participants through the need for controls in accounts payable and receivable, the handling of cash, inventory controls, and the preparation and use of a simple budget system. Prepared by Mr. Eric Duggan of Halifax, a practicing accountant with a wide experience of the problems of the type of participant for whom the course is designed, it has been successfully test-run in Nova Scotia.

Our "credit card society" presents many problems to the small businessman, and to his larger

competitor. A credit policy that is too rigid invariably results in a serious loss of sales, while the converse can be one of the fastest roads to bankruptcy.

Credit and Collection Course

To provide Canadian businessmen with some training in this very difficult area, the Manpower Division has arranged for a course in "Credit and Collection" for use in the Business Management Program. This course is currently being prepared by the Canadian Credit Institute. As the educational arm of the Canadian Credit Men's Association, and with long experience in preparing and conducting courses leading to the M.C.I. designation, the Institute is uniquely qualified for this task.

Two other courses have recently been introduced to the program which are expected to perform service to the people of Canada. One is concerned with attracting business to a community and the other deals with starting a community business.

Business Development

"Business Development" is designed for groups of businessmen who wish to form an "action group" to develop the commercial and industrial base of their community. Again using the case method, participants are introduced to techniques of analyzing a given community and determining what kind of new enterprises would be desirable and practical of attainment. These might range from manufacturing plants to penal institutes. The participants then investigate the mechanics of attracting such enterprises. Having completed this exercise they are then in a position to apply their new skills and knowledge to resolving similar problems in their own community.

To Start a Business

Analogous to this in some ways, but intended for a very different group of participants, is another course entitled "How to Start a Business".

This course is primarily intended for people in disadvantaged areas where educational standards are well below average, but where the people are hopeful of starting a community business. Based on studies conducted among an Indian band, the course envisages an Indian community where the inhabitants' principal occupation is guiding hunters and fishing. Some of the group have a certain skill in making tents. The community decides to develop a co-operative business

to make tents in larger quantities — first to sell to tourists and later expanding to enable distribution to be made through retail outlets. This course requires several weeks, but leads the business neophyte through all the stages of planning and organizing a business. The course was prepared by a senior faculty member of one of Canada's leading university schools of business administration.

Supervisory training is a recurring problem in the business world. Generally speaking, supervisors are selected for their mastery of the skills of their subordinates — and because of long service. Very rarely do they possess either skills or training in the various aspects of supervision, yet few persons are better positioned to influence the productivity of a business for good or ill.

Following a study by a leading firm of Management Consultants which pinpointed the major shortcomings in this area of training, the Department undertook the preparation of a series of courses which the provinces are implementing through the Business Management Program.

Effective Supervision

The first course, called "Effective Supervision" is basically concerned with the problems of the first line supervisor in "getting the work out" — something that occupies approximately 85% of his time. Using the case method once again, this course leads participants through the experience of solving problems in a variety of work situations. Following this they are then able to draw analogies to their own particular problems. The theme is continued, but specialized, in two further courses, "Effective Supervision in Production" and "Effective Supervision in Construction".

The problems of a supervisor revolve around the same things as those of management but around different aspects. Consequently, the fourth course in the series, and one of the most recently introduced, is "Effective Supervision — Human Relations". This course consists of a series of problems in selection, training, developing and maintaining morale, appraising employees, enforcing discipline and taking corrective action and many other facets of personnel relations.

In logical sequence to this is the course in "Communications". This course presents the participants with a number of communications problems through several levels of organizational structure and follows these with an examination

NOUVEAUX COURS DANS LE CADRE DU PROGRAMME DE GESTION DES AFFAIRES

par J.W. JEFFREY, A.C.I.S.,

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of barriers to communication, the art of listening, effective verbal and written communications.

The last of the courses in the Supervisory Program is "Work Study". It is a 60 hour course designed to prepare supervisors to participate in a work study program in their own organizations. Covering the principles of method study, an introduction to work measurement including performance rating, predetermined motion-time systems, standard data and time formulas and the theory and application of work sampling, the course provides the trainee with a good fundamental grasp of the subject. Perhaps more important are the additional sessions on the administration of a work study program and on understanding the human relations factors involved such as resistance to change, and effective communications. The consistent application of proven work study techniques is, in the final analysis, the only way to achieve and maintain increased productivity. In carrying out the studies and in implementing their findings, the role of the first line supervisor is vital.

With the addition of the courses described in the preceding paragraphs, the Business Management Program will afford a well-rounded training package to the businessman. This is not to suggest that the Department's role in developing and publishing courses for this program is at an end. Management is one of the most dynamic field of study in our day. New methods, new techniques and new conceptions are constantly being pushed forward in the competitive struggle of 20th century business. New laws and new cultural norms have their effects on business objectives and on management relations, both with its customers and its staff. The need to develop new materials and to revise and strengthen old shows no sign of diminishing. Working with the Department of Education and with representatives of business and industry, the Department of Manpower and Immigration is trying to ensure that it is fulfilled. ■

L'an dernier, un certain nombre de nouveaux cours traitant de divers secteurs de la gestion des entreprises ont été mis au point sous l'égide de la Direction du soutien des programmes du ministère de la Main-d'oeuvre et de l'Immigration.

Ces cours serviront au Programme de gestion des affaires que tous les ministères provinciaux de l'Éducation appliquent de concert avec les associations locales d'hommes d'affaires, par exemple, les Chambres de commerce, les associations commerciales et professionnelles et les clubs sociaux. Ce Programme, inauguré en 1963-1964, avait permis de dispenser 100 cours à 2,000 élèves la première année. A la fin de l'année financière 1966-1967, près de 40,000 hommes et

femmes d'affaires avaient participé à ce Programme, et quelque 20,000 personnes s'y inscrivent chaque année.

Le Programme s'adresse en particulier au propriétaire ou au gérant d'entreprise qui n'a pas tous les talents d'administrateur voulus et qui doit prendre des décisions administratives dans tous les secteurs de son entreprise sans l'aide de spécialistes. Le Canada compte environ 500,000 de ces entrepreneurs qui emploient presque 40 p. 100 de la population active. Ainsi, tout perfectionnement de leurs talents d'administrateur aura des conséquences bien précises sur la productivité nationale.

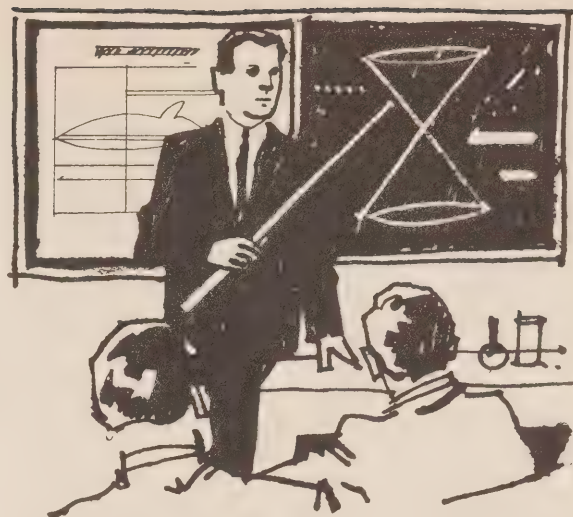
La méthode des cas

Les cours du Programme procèdent selon une méthode des cas modifiée qui permet aux participants d'apprendre, par la pratique, à résoudre de vrais problèmes d'affaires sous la direction d'un moniteur, presque toujours un homme d'affaires hautement qualifié et expérimenté dans la matière à l'étude. Le moniteur, lui, se guide sur des notes de cours rédigées par les éducateurs spécialisés qui sont les auteurs du cours.

La principale cause des faillites chez les petites et les moyennes entreprises est peut-être l'insuffisance du savoir en marketing. C'est pourquoi le Programme met l'accent sur plusieurs aspects de la gestion du marketing et que deux des plus récents cours doivent combler de graves lacunes, non seulement dans le Programme de la gestion des affaires, mais aussi chez les enseignants canadiens consacrés à ce domaine.

Le premier de ces cours s'intitule "La gestion du marketing pour les intermédiaires", dont les cas et les conférences ont été rédigés et révisés par M. I.A. Litvak, professeur adjoint de marketing à l'Université McMaster.

L'un des problèmes les plus ardues en affaires, c'est d'expédier la marchandise du producteur au détaillant de la manière la plus efficace possible. C'est particulièrement difficile dans un pays comme le Canada où les distances sont considérables et la population, disséminée. Cependant, toute amélioration dans ce domaine porte des fruits: meilleur service et prix plus modiques offerts au consommateur, rationalisation des périodes de production qui permet aux fabricants d'assurer une plus grande stabilité d'emploi à leurs travailleurs. L'importance du système de distribution est mise en lumière par le fait que pour



chaque dollar de vente finale à l'acheteur final, les ventes de gros représentent environ 52 cents en achats et ventes intermédiaires.

De nombreux hommes d'affaires bien différents les uns des autres s'occupent de distribution, y compris les grossistes, les agents à commission, les représentants de fabriques et les revendeurs. Les problèmes de gestion du marketing auxquels doit faire face un groupe si divers ne sont pas tous les mêmes, bien sûr; c'est pourquoi le cours a été conçu de manière à présenter 24 cas au total, chacun d'entre eux illustrant un problème particulier dans ce secteur des affaires. Le moniteur peut choisir parmi ces exemples ceux qui s'adaptent le mieux aux besoins particuliers des participants de ce cours.

"La gestion du marketing pour les intermédiaires" se divise en sept grands sujets: un relevé du commerce de gros et du système de distribution; comment établir le profil d'un client; comment établir l'amalgame produit-service; la fixation des prix et la fusion en vue des bénéfices; l'analyse des ventes et de la distribution; la publicité et la vente personnelle; et les rapports entre le distributeur et le fournisseur.

L'industrie hôtelière

Un autre nouveau cours qui devrait avoir des répercussions sensibles sur une grande industrie canadienne s'intitule "La commercialisation dans l'industrie hôtelière". L'auteur de ce cours est M. David C. Dorf, administrateur associé de l'American Hotel Sales Association et chargé de cours en commercialisation hôtelière à l'Université Cornell. Le Programme comprend une trentaine de cours et M. Dorf est le premier auteur qui ne soit pas Canadien, ce qui montre bien la pénurie d'experts dans ce domaine.

"La commercialisation dans l'industrie hôtelière" compte dix séances d'un cours consacré

à l'étude séquentielle d'un cas. Il prend l'exemple d'un hôtel de moyenne envergure, situé dans une ville canadienne moyenne qui doit soudain faire face à une concurrence nouvelle et puissante. Auparavant, la direction exerçait pratiquement le monopole dans ce domaine et n'avait jamais mis au point une politique de commercialisation. Les participants doivent donc mettre sur pied tout un système de commercialisation pour tous les secteurs de l'entreprise, y compris la clientèle touriste, les groupes et congrès, ainsi que la vente d'aliments et de boissons. En basant l'étude sur l'envergure de l'entreprise réelle prise en exemple, il est possible de trouver une foule de moyens et d'idées de commercialisation. A partir de ces idées, les participants peuvent choisir celles qui conviennent le mieux à leurs propres entreprises.

La documentation de ce cours offre en particulier un grand nombre d'exemples de publicité spécialisée provenant d'entreprises canadiennes et américaines.

L'Ontario Hotel and Motel Association a mis ce cours à l'essai, avec le concours de participants représentant beaucoup d'expérience dans l'industrie hôtelière au Canada et dans les commerces des brasseries et des distilleries. Ils ont trouvé que le cours pouvait s'appliquer aux entreprises canadiennes et qu'ils avaient appris des choses qu'ils comptaient appliquer dans leurs propres entreprises.

Le ministère du Commerce recommande ce cours à tous les Bureaux provinciaux du tourisme.

Contrôles financiers de base

Les propriétaires de beaucoup de petites entreprises n'ont que des employés à temps partiel pour tenir leurs livres. Souvent, ces employés sont peu qualifiés pour conseiller aux hommes d'affaires quel genre de registres tenir. Pour répondre aux besoins de ces hommes d'affaires, le Ministère a récemment créé un cours en "contrôles financiers de base".

Ce cours a pour objet d'exposer quels sont les registres minimums que même les très petites entreprises devraient tenir et pourquoi elles doivent le faire. Les dix séances de ce cours traitent de situations commerciales simples mais courantes, enseignant aux participants les contrôles nécessaires des comptes à payer et à recevoir, la manutention de l'argent en espèces, les contrôles des inventaires et la préparation et l'utilisation d'un système budgétaire simple. Ce cours, dont

l'auteur est M. Eric Duggan d'Halifax, comptable rompu aux problèmes soumis aux participants, a été mis à l'essai avec succès en Nouvelle-Écosse.

Notre société de "cartes de crédit" crée de nombreux problèmes au petit homme d'affaires et à son gros concurrent. Une politique de crédit trop rigide entraîne invariablement une grave perte de ventes, alors que l'inverse peut être un raccourci vers la faillite.

Cours sur le crédit et la perception

Dans le cadre du Programme de gestion des affaires, le ministère de la Main-d'oeuvre a mis sur pied, un cours sur le "Crédit et la perception" qui procurera aux hommes d'affaires canadiens une certaine formation dans ce domaine très complexe. Le "Canadian Credit Institute" est à préparer ce cours. L'institut est l'organisme tout désigné pour s'attaquer à une telle tâche, car c'est par lui que le "Canadian Credit Men's Association" riche d'une longue expérience dans la préparation et la direction des cours, organise tous ses programmes d'éducation.

Récemment, on a également ajouté au programme, deux autres cours qui ont pour but de rendre service au peuple canadien. Un de ces cours a trait à la façon d'attirer des entreprises vers une localité et l'autre porte sur le lancement d'une entreprise collective.

Le développement de l'entreprise

Le cours sur le développement de l'entreprise s'adresse aux groupes d'hommes d'affaires qui voudraient former un "groupe d'action" pour donner à leur localité une base commerciale et industrielle. Encore là, la méthode des cas initie les participants aux techniques à suivre pour analyser une localité et pour déterminer quelles sortes d'entreprises nouvelles il serait bon et possible de créer. Il peut s'agir aussi bien de fabriques que d'institutions. Les participants étudient ensuite les mécanismes susceptibles d'attirer ces entreprises. Cet exercice terminé, ils sont à même d'utiliser ce qu'ils viennent d'apprendre pour résoudre des problèmes semblables chez eux.

Comment se lancer en affaires

Un autre cours intitulé "Comment se lancer en affaires" est semblable, sous certains rapports, au cours déjà décrit, mais il s'adresse à un groupe bien différent de participants.

Ce cours s'adresse surtout aux résidents des régions pauvres où les normes de scolarité sont bien au-dessous de la normale, mais où les gens

voudraient lancer une entreprise collective. Ce cours, fondé sur des études faites auprès d'une bande indienne, prend l'exemple d'un village indien dont les habitants ont pour principale occupation de servir de guides aux chasseurs et aux pêcheurs. Certains ont du talent pour fabriquer des tentes. Le village décide de créer une coopérative de fabrication de tentes sur une grande échelle — pour vendre aux touristes d'abord et s'étendre plus tard afin de distribuer les produits par des points de vente au détail. Le cours dure plusieurs semaines, mais il enseigne au néophyte tous les stades de la planification et de l'organisation d'une entreprise. Ce cours a été composé par un éminent professeur d'une des meilleures écoles universitaires d'administration des affaires au Canada.

La formation des surveillants est un problème chronique du monde des affaires. En général, les surveillants sont choisis parce qu'ils connaissent à fond le travail de leurs subordonnés et à cause de leurs états de service. Ils possèdent très rarement à tous égards les aptitudes ou la formation d'un surveillant et pourtant, peu de personnes peuvent influencer autant qu'eux la productivité, dans un sens ou dans l'autre.

A la suite d'une étude préparée par une firme connue de conseils en gestion qui a cerné les principales lacunes dans ce secteur de la formation, le ministère a entrepris de préparer une série de cours qui sont organisés par les provinces par l'entremise du Programme de gestion des entreprises.

La surveillance efficace

Le premier cours intitulé "La surveillance efficace" porte surtout sur les problèmes du surveillant immédiat qui voit à "faire sortir le travail" — ce qui occupe près de 85% de son temps. En procédant encore par la méthode des cas, le cours fait vivre aux participants l'expérience de problèmes à résoudre dans diverses situations de travail. Ils sont ensuite en mesure d'établir des parallèles avec leurs propres problèmes. Le même thème est repris, mais plus spécialisé, dans deux autres cours: "La surveillance efficace dans la production" et "La surveillance efficace dans la construction".

Les problèmes d'un surveillant sont du même ordre que ceux des cadres, mais empruntent des aspects différents. En conséquence, le quatrième cours de la série, et un des plus récents, s'intitule

"La surveillance efficace — relations humaines". Ce cours expose une série de problèmes posés par la sélection, la formation, la création et le maintien du moral, l'appréciation des employés, la discipline, les mesures correctives et d'autres aspects des relations de travail.

Le prolongement logique de tout ceci est le cours en "communications". Les participants sont confrontés avec un certain nombre de problèmes de communications à plusieurs niveaux de structure de l'organisation. Vient ensuite un examen des entraves à la communication, l'art de savoir écouter, ainsi que les communications orales et écrites efficaces.

Le dernier cours du programme de la surveillance est une "étude du travail". Il s'agit d'un cours de 60 heures destiné aux surveillants, afin de les faire participer à un programme d'étude du travail dans leurs propres organisations. Le cours couvre les principes de l'étude de la méthode, une initiation à la mesure du travail comprenant la notation du rendement, les systèmes prédéterminés de mouvement-temps, les formules données-types et temps-types ainsi que la théorie et l'application du sondage chronométrique, et il donne à l'élève au moins une bonne idée générale du sujet. Il y a peut-être encore plus important: les séances complémentaires sur l'administration d'un programme d'étude du travail et sur la compréhension des facteurs de relations humaines comme la résistance au changement, et les communications efficaces. L'application constante des techniques éprouvées d'étude du travail est, en définitive, la seule façon de réaliser et de maintenir une productivité accrue. Dans la poursuite des études et dans la mise en oeuvre des choses constatées, le surveillant immédiat joue un rôle essentiel.

(Voir page 40)





SCHOOL ON MAIN STREET

by KRYSZYNA WEINSTEIN,

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North Sydney is a small Nova Scotia port, with a population of 9,000. Its main street flanks the waterfront, crosses the railway lines, and runs down to the wharf; behind it stretch rows of neatly-kept wooden houses typical of this part of the country; and in the distance, across the bay, stretch wooded hills, open fields — and the steel company's chimney stacks in nearby Sydney.

North Sydney has always earned a large part of its living from the sea. It has one of the largest and best natural harbours in this part of Cape Breton, and it is from here that Newfoundland, Canada's easternmost province, has its link with the mainland. Ferries leave North Sydney three times a day for a six-hour voyage across the frequently turbulent Cabot Strait to the shelter of Port aux Basques.

About one in every three men in North Sydney works in the docks — for Canadian National. They man the government-owned ferries which CN operates, and make up the large force of stevedores needed to load and unload the ferries and freight cars.

Government Announcement Shocks:

The federal government announced in July 1965, however, that a new rail car ferry operation with stern loading would be introduced on the North Sydney-Port aux Basques run. These ferries will virtually eliminate all handling of freight at North Sydney, as freight cars will simply run straight onto the ships.

These changes, to take effect by 1968, spell out layoff for about 500 stevedores, with little chance of alternative employment.

"It was a great shock when we first heard about the layoff," is the still rather-stunned remark made by the men and their wives. And the general feeling along the wharf, on the streets and in the shops was — and still is to a large extent — one of disbelief that so many men will be affected. It is a serious problem for a town the size of North Sydney, where there is not the variety of jobs to be found in a larger industrial city, and where a man cannot easily change from one job to another.

Unemployment is in fact a serious problem in this part of Cape Breton. It is a beautiful



part of Nova Scotia, with blue lakes, gently rolling wooded countryside, and the great expanse of the Atlantic ocean thundering on its beaches. But its distance from Canadian markets hurts it economically. The coal industry is being gradually phased out, and there is little secondary manufacturing.

The area has, however, been recently receiving more attention. The federal government and the Atlantic Development Board are at the moment engaged in an economic survey of Cape Breton, and CN itself has published a survey on North Sydney to try to attract industry to the area. The announcement some months ago of an industrial park to be established at nearby Point Edward offers some hopes for future employment.

Return to School

In these economic circumstances some of the stevedores, with the courage and determination which men often show when faced with hardships, decided a year ago to go back to school and qualify for further training — and a new skill or trade.

The pre-vocational school they attend is an experiment, the result of joint union-management discussions in an all out effort to help the stevedores. Swift action had followed the federal government's announcement in July 1965. Within a few days CN was holding meetings with the union — the International Longshoremen's Asso-

ciation — the men themselves, and the community, and on the suggestion of the Company a joint union-management committee was formed. It studied the problems created by the layoffs, and invited the federal government's Manpower Consultative Service to advise on steps to be taken, and help with the re-education and relocation of the stevedores.

(The Manpower Consultative Service, part of the Department of Manpower and Immigration, was created to advise management and labour on how to meet technological change, and to encourage the development of joint labour-management advance planning.)

Munroe Sargent of the MCS was assigned as government advisor, and with his guidance and the financial assistance from the federal and Nova Scotian governments and the town of North Sydney, the committee opened a school for the stevedores to give them an opportunity of studying subjects up to grade nine and ten before going on to vocational training. Ron Kay, previously employee relations supervisor at Campbellton, N.B., was appointed CN's on-the-spot co-ordinator and administrator of the program.

The school opened its doors last April, and since then two groups of over 30 men at a time have passed through it. The stevedores attend classes for three hours a day, five days a week. The Company allows two hours off work with pay, the provincial and federal governments pay-

ing for one of these hours. The men give the third hour themselves. The classrooms — three rooms on the third floor of the town hall — were provided by the North Sydney town council, free of charge, with free heating and lighting. And two teachers were hired — E. M. Greaves, a retired CN man and one-time supervisor of employment services for the System; and Bob Brown, training assistant on the St. Lawrence Region.

Several of the men who returned to school did so after a break of 25 years or more. But, as they put it, "It's the greatest thing that ever happened to us." English, Science and Arithmetic, up to grade nine and ten, are the subjects on the curriculum. Many of the men have schooling only up to grade five, so it means a long, hard day's work for them. The classes last from 1:30 p.m. to 4:30 p.m. Then a rush to get home, change and get to work by 5:00 p.m. The evening shift on the wharf ends at 11:00 p.m., followed by one or two hours of homework until the early hours of the morning. "I often used to find my husband up at night surrounded by books, just like the children," said Mrs. Warren, wife of one of the students, Mansell Warren.

Family Support:

Wives and families have supported the men throughout. "They just figured it was necessary," said one of the students. The wives often acted as private tutors, helping with homework and explaining problems. And children found themselves competing with their fathers.

Ernie Slade, a stevedore of 14 years' standing, discovered his daughter was doing the same arithmetic course in grade six as he was, so they compared notes every evening at home. Mansell Warren's teenage son who was thinking of quitting school, saw his father hard at work at grade ten and decided maybe it wasn't such a bad idea to stay on at school after all.

Few of the men had it plainsailing. James Fennel had more bad luck than most. His wife was ill in hospital for many months and so, in addition to his usual work on the wharf, the three hours' schooling and then homework every day, he had to look after the house and four children. He even had to bring the children to school with him at times. But he got his grade 10 in all three subjects and plans to take machine tool operating at the Prince Street Vocational School in Sydney.

Although lessons don't begin until afternoon the "school" is a busy place in the morning. The teachers spend many hours on private tuition, helping with students' problems. "And they come back every evening, too," added a recently graduated student. "They put in a lot of time — their own time — to help us."

The stevedores' reaction to the schooling is strikingly uniform. "You have to take advantage of what you're offered," said one man. "The Company can only do so much for you. Then it's up to each individual to help himself."

What is probably the most rewarding aspect of this schooling experiment is, in fact, not part of the joint committee's formal re-education program. The stage was set by Ed Symes. Known as "the professor," Ed Symes was illiterate at the time. "When I saw a notice saying DANGER I didn't know what it meant. Now I can read and write. It's a wonderful thing — it's opened up a whole new world to me. Maybe if I continue to make good progress, I can reach grade 7 in two years' time."

Forty-two-year-old Ed began his voluntary hourly morning lessons last July. He worked at least two hours a day on his own, and by the end of September could read and write. His example was soon followed by others. By the beginning of October there were eight men, and within a month the numbers had swelled to over 30. Encouraged by their wives, these men are now putting in up to four hours a day three times a week, voluntarily and in their own time, helped by Bob Brown, one of the day school instructors and Pete Kelly, who is Ron Kay's assistant.

The proof of the cake is in the eating . . . and the spirit and enthusiasm generated by the school is such that, as "Buck" Hickey, one of the union members of the committee, and also one of the graduated students, put it: "When school ended we missed it, and we used to go back just to meet and talk." His praise of the teachers, and that of the other students, knew no bounds. "They're just great," was the general consensus.

And the feeling is mutual. "The most satisfying experience of my whole life," was how instructor "Mort" Greaves put it. "They're a fine bunch of men, and we clicked right from the start." Jon Maclean, the principal and administrator of the school, who has taught in both

high school and vocational schools, added: "As far as teaching goes, this has been far more satisfying than teaching high school . . . the men are really interested and homework is always done."

To illustrate his point, Jon recounted how during the first week of school he gave the men no homework. One of his students got impatient, and pointed out that "if you're not going to give us any homework we might as well forget about it all."

More than 150 men have enrolled for the course at the school. "But I wish we could get every member of the union to take it up," added Lloyd Hare, president of ILA's local 1259, and one of the union members on the joint committee.

Bill Macdonald, the ILA spokesman and also a member of the committee, emphasized the need for education. "There are no more pick-and-shovel jobs today; but the men must help themselves, otherwise there's no point."

The first two groups of stevedores have already graduated, the first with flying colours: twenty-one of the students got grade 10, eleven grade 9 and one grade 8.

Counsellors Advise:

But what after reaching grade nine or ten? The men are being counselled at the school, and are being discouraged from taking trades which are on the decline. The courses they are choosing vary from pipe fitting and welding, to cooking and training to be a barber. As one man humourously put it: "I'll either be a cook or a mortician . . . Men have to eat and die."

The Point Edward vocational school, nine miles away from North Sydney, is catering for a number of trades ranging from six to nine months' duration, and a few of the men are taking a commercial course at nearby Sydney. The men taking these courses — during the day-time, five days a week — will receive allowances from the federal and provincial governments while they are studying. Some of the men want to take courses which are not given at Point Edward or Sydney, and a few of them may have to go to Halifax to do a four or five-year apprenticeship.

The Future:

And future prospects? For those who have attended school there is the opportunity of new





jobs. And for those who have not attended school? Many of the men feel they are too old to profitably start their schooling over again. Others may be afraid to come forward. A great number feel that if the worst comes to the worst, they can go back to school when they are actually unemployed, but while they still have a job they are not going to bother.

About 25 stevedores are now working on the new ship, the "Leif Eiriksson," which began to ply the Cabot Strait last year. The men had two weeks' training before being placed on the ferries. One of the men, Ray Billard, now an assistant steward, is very pleased with the change: "I meet a lot of people this way."

Many of the stevedores, however, are unwilling to change onto the ferries. They have to accept very different working conditions. And some men just simply suffer from seasickness.

But the men's unwillingness to leave North Sydney, in fact to leave the "island", is one of the biggest hurdles facing all those concerned with the layoffs. Cape Bretoners, like islanders the world over, are very attached to their homeland.

The questions and problems still pour in and the research continues. As far as CN is concerned, this is the first time the Company has undertaken the formal re-education of men made redundant by technological change. And it is the first time union and management have sat down together to discuss such a matter.

"It's a great challenge to us all," commented Lloyd Hare. G. D. MacMillan, Newfoundland Area manager, and also one of the joint committee members, was optimistic about the outcome. "We meet on a strictly face-to-face basis. . . . I feel sure this could open the door to future union-management co-operation." ■

— Article courtesy *Keeping Track*, a quarterly magazine published for CNR employees.

L'INSTITUT COOPÉRATIF DESJARDINS

L'Institut coopératif Desjardins est une association coopérative constituée dans un but éducatif en vertu de la Loi des associations coopératives de la province de Québec. Ses membres sont les Caisses populaires Desjardins et les organismes qui s'y rattachent, de même que le Conseil de la Coopération du Québec.

L'Institut a été créé en 1963 et, à la fin de cette même année, il fondait le premier centre résidentiel d'éducation des adultes au Canada français.

Les organismes du Mouvement coopératif Desjardins sont liés par une fin commune: aider ceux qui y sont associés à solutionner leurs problèmes économiques par le truchement de la coopération: une éducation coopérative des dirigeants est donc essentielle afin que les buts véritables de chaque entreprise soient atteints. Par ailleurs, le personnel qui oeuvre à différents niveaux dans les divers secteurs du Mouvement coopératif Desjardins doit être techniquement compétent afin que les organismes concernés jouent pleinement leur rôle dans la société sur les plans économique et social, et rendent les services qu'on attend d'eux.

Le maintien de l'esprit coopératif et la compétence du personnel du Mouvement coopératif Desjardins ont donc motivé la construction de l'Institut coopératif Desjardins et en constituent les objectifs premiers.

L'Institut ne se limite pas au seul secteur de l'éducation coopérative; il veut également apporter sa contribution au développement de l'éducation des adultes en général.

C'est pourquoi il est aussi à la disposition de tous les groupes de caractère économique, social, professionnel ou autres. L'Institut coopératif Desjardins, issu d'un mouvement populaire, croit que la seule façon d'assurer l'épanouissement d'une démocratie de plus en plus organique, à une époque où le pouvoir social, économique et même politique repose entre les mains d'initiés, réside dans la promotion individuelle et collective par l'éducation des adultes.

Cette éducation vise à la transformation de l'individu pour le rendre capable d'action coopérative efficace et, conséquemment, d'action sociale éclairée.

Enfin, préoccupés par les problèmes économiques et sociaux qu'ont à affronter les pays en voie de développement et convaincus que l'éducation coopérative véritable peut aider à la solution de ces problèmes, les dirigeants du Mouve-

ment coopératif Desjardins insistent pour que l'Institut coopératif Desjardins devienne un centre de formation économique et sociale pour le bénéfice des stagiaires des pays en voie de développement.

Une commission pédagogique formée de spécialistes en éducation des adultes est chargée de l'aspect pédagogique du programme d'action de l'Institut.

De plus, une équipe permanente de conseillers pédagogiques assistent les groupes qui utilisent l'ICD tant au niveau de l'organisation et de la programmation de stages qu'à celui de leur réalisation et de leur évaluation.

Ce personnel pédagogiques est spécialisé soit en pédagogie, en sciences sociales et économiques, en administration, en relations industrielles, en coopération et en bibliothéconomie.

Inspiré par une pédagogie en vue du changement des attitudes et des comportements, l'Institut Coopératif Desjardins se doit d'utiliser des méthodes qui permettent aux stagiaires de dépasser l'état de dépendance où on subit sa condition, afin de réfléchir de mieux en mieux à ses problèmes, de travailler de concert et de savoir prendre les décisions qui s'imposent. Le Mouvement coopératif Desjardins et la société ont besoin de ces citoyens adultes et conscients de la nécessité d'une action démocratique. C'est donc en ce sens que l'ICD s'est particulièrement consacré à la tenue de sessions d'étude visant à la formation d'animateurs, ainsi qu'à la clarification de rôle et d'objectif de divers groupes ou associations.

L'Institut Coopératif Desjardins fournit des instruments de réflexion et de formation à tous les groupes, afin que le plus grand nombre pos-

sible de citoyens participent aux décisions collectives.

Sur le plan physique, l'architecture de l'ICD tient compte des méthodes pédagogiques qui y sont utilisées et du caractère particulier de ses usagers, les adultes. Tout concourt à créer une atmosphère de détente et de communication facile afin de permettre et promouvoir des échanges spontanés, et de donner aux usagers une expérience d'un certain degré de vie communautaire.

L'Institut peut loger dans des chambres individuelles et nourrir 88 stagiaires pour des périodes variant entre quelques jours ou quelques semaines et plus, dans certains cas. Il met à leur disposition des salles de conférences, des salles de situations ou ateliers d'exercices, un auditorium et une salle de jeux, une bibliothèque, un centre de documentation, des zones d'expositions, de nombreux salons, des promenades, etc. . . .

En 1967, l'actif de l'ICD est de \$955,000 et un capital social de \$702,000 avait été souscrit.

Depuis sa fondation, plus de 20,000 stagiaires, dont les trois-quarts provenant de groupes extérieurs au Mouvement coopératif Desjardins, sont passés à l'Institut. Les stages ont une durée moyenne de trois jours.

Les opérations de l'ICD se sont soldées depuis le début de ses opérations par ces déficits, lesquels sont comblés chaque année par des souscriptions provenant des organismes du Mouvement coopératif Desjardins.

Il est à signaler que l'ICD n'a aucun but lucratif et qu'il est prévu dans ses règlements que si ses activités se soldaient par des trop-perçus ou excédents d'opérations, ces derniers devraient être affectés à la constitution d'un fonds de réserve et à la création de bourses d'étude. ■

Le nouvel Institut Coopératif Desjardins, érigé dans un décor naturel, enchanteur et discret.



International Labour Office

In keeping with its overseas technical assistance program, the International Labour Office is considering applications from Canadian candidates for overseas postings in the field of vocational training and management development.

The positions are listed below and complete information may be obtained by writing to:

Kalmen Kaplansky, Director,
Canada Branch,
International Labour Office,
178 Queen Street,
Ottawa 4, Ontario.

It is pointed out that salaries quoted are substantially increased by special allowances (family, education, assignment, and termination of appointment) which are standard for all United Nations technical assistance postings. Salaries and allowances are exempt from income tax, and travelling expenses of dependants are paid to and from any posting.

Bureau international du Travail Postes à l'étranger

Conformément à son programme d'assistance technique d'outre-mer, le Bureau international du travail étudiera les demandes des candidats canadiens aux postes offerts outre-mer dans les domaines de la formation professionnelle et du perfectionnement de l'administration.

On trouvera plus bas la liste de ces postes au sujet desquels on peut obtenir des renseignements complémentaires en s'adressant à:

M. Kalmen Kaplansky, directeur
Succursale canadienne
Bureau international du travail
178, rue Queen
Ottawa 4, Ontario.

Il est à noter que les salaires sont sensiblement plus élevés que la cote l'indique, du fait des allocations spéciales qui viennent s'y ajouter (famille, éducation, frais d'installation à l'arrivée et au départ) et qui sont uniformes pour tous les postes d'adjoints techniques aux Nations Unies. Les salaires et allocations sont exemptés de l'impôt fédéral et les personnes à charge du titulaire du poste sont défrayés de leur voyage aller et retour.

ON THE INTERNATIONAL SCÈNE

SUR LA SCÈNE INTERNATIONALE

Ceylon

Post: Expert in General Management Production. Duration: 12 months with possibility of extension. Desirable starting date: As soon as possible. Annual salary: Between U.S. \$13,110 and U.S. \$16,035.

Duty station: Colombo, Ceylon.

Post: Expert in Advanced Supervisory Training. Duration: 12 months with possibility of extension. Desirable starting date: As soon as possible. Annual salary: Between U.S. \$13,110 and U.S. \$16,035.

Duty station: Colombo, Ceylon.

Post: Expert in Marketing and Sales. Duration: 12 months with possibility of extension. Desirable starting date: April 1, 1969. Annual salary: Between U.S. \$13,110 and U.S. \$16,035.

Duty station: Colombo, Ceylon.

Singapore

Post: Metrological Specialist. Duration: Fixed-term, 12 months. Desirable starting date: As soon as possible. Annual salary: Between U.S. \$10,730 and U.S. \$13,909.

Duty station: Singapore.

Tanzania

Post: Expert/Instructor in Building Trades (Post No. 4). Duration: Fixed term, 12 months with possibility of extension up to 3½ years. Desirable starting date: As soon as possible. Annual salary: Between U.S. \$8,889 and U.S. \$10,653.

Duty station: Dar-es-Salaam, Tanzania.

Post: Expert/Instructor in Mechanical Trades (Post No. 6). Duration: Fixed-term. 12 months with possibility of extension up to 3 years. Desirable starting date: January 1, 1969. Annual salary: Between U.S. \$8,889 and U.S. \$10,653.

Duty station: Dar-es-Salaam, Tanzania.

Post Expert/Instructor in Automotive Mechanics (Post No. 7). Duration: Fixed-term. 12 months with possibility of extension up to 3 years. Desirable starting date: April 1, 1969. Annual salary: Between U.S. \$8,889 and U.S. \$10,653.

Duty Station: Dar-es-Salaam, Tanzania.

Post: Expert In-Plant Training. Duration: Twelve months in the first instance, with possibility of extension. Desirable starting date: As soon as possible. Annual salary: Between U.S. \$10,730 and U.S. \$13,909.

Duty station: Dar-es-Salaam, Tanzania.

Bulgaria

Post: Work Study and Efficiency Expert (Post No. 7). Duration: 12 months, with possibility of extension. Desirable starting date: As soon as possible. Annual salary: Between U.S. \$13,110 and U.S. \$16,035.

Duty station: Sofia, Bulgaria.

Post: Chief of Project (Post No. 1). Duration: 12 months with possibility of extension. Desirable starting date: As soon as possible. Annual salary: Between U.S. \$13,110 and \$17,335.

Duty station: Sofia, Bulgaria.

Roumanie

Titre du poste: Systèmes intégrés de gestion basés sur le traitement électronique des informations (poste 17). Type et durée d'engagement: 12 mois, avec possibilité de prolongation. Date de début souhaitable: le plus tôt possible. Traitement annuel: entre U.S. \$13,110 et U.S. \$16,035.

Lieu d'affectation: Bucarest, Roumanie.

Nord du Pérou

Titre du poste: Expert-instructeur en électricité industrielle (installation, entretien et réparation), (Poste 10). Type et durée d'engagement: 12 mois, avec possibilité de prolongation. Date de début souhaitable: le plus tôt possible. Traitement annuel entre: U.S. \$8,889 et U.S. \$10,653.

Lieu d'affectation: Chiclayo (Nord du Pérou). Missions de courte durée prévues dans d'autres régions du pays.

La région d'Athènes

Titre du poste: Expert en formation professionnelle et perfectionnement technique des contremaîtres. Type et durée d'engagement: 12 mois avec possibilité de prolongation de 12 mois. Date de début souhaitable: le plus tôt possible. Traitement annuel: entre U.S. \$10,730 et U.S. \$13,909.

Lieu d'affectation: la région d'Athènes (centre pilote de Moschato) et les services de formation professionnelle du ministère du Travail. ■

PEOPLE AND EVENTS

ALBERTA presents centennial certificates

Over 650 guests attended the Centennial Apprenticeship Graduation exercises at Alberta's Northern and Southern Alberta Institutes of Technology last October. Completion of Apprenticeship Certificates were presented to apprentices who had satisfactorily completed their programs on Centennial Day, July 1, 1967.

His Honour, Lieutenant Governor of Alberta, Grant MacEwan, and J. P. White, former Director of Apprenticeship, presented certificates to 62 graduates in the Bricklaying, Carpentry, Painting and Decorating, Plumbing, Welding, Construction Electrical, Auto Body Repair, Motor Mechanic, Heavy Duty Mechanic, Sheet Metal Mechanic, Refrigeration Mechanic, and Machinist trades.

The Honourable Raymond Reiersen, Minister of Education and Labour, gave the main address. He told guests that as well as celebrating the presentation of Completion of Apprenticeship Certificates they were celebrating the twentieth anniversary of the presentation of the first Alberta Completion of Apprenticeship Certificate. It was issued by the Provincial Apprenticeship Board to William Clark in Calgary on October 8, 1947.

Dr. K. Pugh, Deputy Minister of Labour, and Dr. T. C. Byrne, Deputy Minister of Education, were also guest speakers.

The exercises were sponsored by the Alberta Apprenticeship Board. Director of the Board, F. E. Whittle, said that there are currently 7,500 apprentices being trained in all programs in Alberta. This is 5.1 apprentices per 1,000 of the population. ■

CENTENNIAL medals presented

Seven staff members of the Southern Alberta Institute of Technology, Calgary, Alberta, have received Centennial Medals in recognition of their long public service at SAIT which totals 225 years.

Recipients include two members of the SAIT administration. They are D. C. Fleming and W. E. Jamison. Mr. Fleming retired January 1 as Principal of SAIT after more than 32 years of service. The Administrative Vice Principal, Mr. Jamison, began his service at the Institute in

1935 as an aeronautics instructor, and served as Director of Evening Classes previous to his appointment as Vice-Principal.

Other recipients are F. B. Wynne, Head of the Automotive Department who joined the Institute staff in 1929 as a motor mechanics instructor; M. J. Tomlinson, Head of the Structures Department who began his service in 1937; S. N. Green, Senior Instructor in the Aeronautical and Mechanical Department who joined the staff in 1935; L. A. Watson, SAIT's Chief Storekeeper whose service dates from 1939 and Miss Ethel Dowkes, SAIT's Duplicating Supervisor who joined the staff in 1934. ■

PRINCIPAL assumes duties at SAIT

D. L. Campbell, Acting Principal of Southern Alberta Institute of Technology, Calgary, Alberta, officially assumed his duties January 1, 1968. He succeeds D. C. Fleming, who retired after more than 32 years of service at SAIT.

Mr. Campbell was born and educated in Edmonton, Alberta. He received his Bachelor of Commerce and Bachelor of Education degrees at the University of Alberta. Later he joined the Division of Vocational Education in Edmonton where he was first employed as an instructor in Business Education. In 1959, he was appointed Assistant Director of Vocational Education for Alberta.

In 1964 and 1965, he served as Technical and Vocational Education Advisor to the Government of the Philippines under the auspices of the International Labour Organisation. His duties included an analysis and evaluation of existing educational systems in these fields and the provision of a program for future development.

On his return to Canada, Mr. Campbell studied for a Master of Arts degree in Adult Education at the University of British Columbia. ■

ALBERTA SCHOOL of tourism

The Alberta School of Tourism, sponsored by the Provincial Department of Youth, in co-operation with the Alberta Government Travel Bureau, will expand its training program from 300 to 400 students this year.

Training-in-Tourism classes were offered to university, junior college and technical students on four successive Saturdays in February and

March. They will be offered to high school students during the Easter holidays. All sessions are conducted at the Southern and Northern Alberta Institutes of Technology in Calgary and Edmonton.

The courses are intended to provide students, who have little or no business experience, with an understanding and awareness of the summer job market in Alberta's tourist industry, and useful techniques in exploring that market for jobs.

The School of Tourism is part of a broad student employment project, which includes the Alberta Service Corps and the recreation internship program of the Youth Department, to improve the employability of students and encourage business, industry and other groups to hire students for work during the summer.

Application forms and information are available by writing to: Mrs. Nola Breitreutz, Alberta School of Tourism, Department of Youth, CN Tower, Edmonton. ■

SOUTHERN ALBERTA institute of technology

Registration for the present academic year at the Southern Alberta Institute of Technology to date shows an increase of approximately 25% over the total enrollment of the 1966-1967 academic year in regular day programs. The greatest change is in the Applied Arts Division where enrollment has risen 150% over 1966.

The increase is due largely to the four new programs at SAIT. The new courses are being offered by the Communication Arts Department in Graphic Arts Administration, Journalism Administration, Library Arts and Television, Stage and Radio Arts, and a program in Secretarial Arts offered by the Business Education Department. Expansion has also taken place in the Business Education Department with more first year students in Business Administration and Hotel, Motel and Restaurant Administration.

An additional intake of students is planned for this Spring in Business Administration, Computer Technology, Merchandising Administration and Secretarial Arts. Students will also be accepted for two new programs being offered for the first time in Business Education. These programs are for Medical Records, Technicians and Medical Stenographers. This intake is made possible by

the adoption this year of the quarter system in the Business Education Department and Computer Technology, under which students may enroll each April and September. ■

PORT ARTHUR apprentice first graduate

The first apprentice to successfully complete a course in the Heavy Duty Equipment Trade graduated from the Provincial Institute of Automotive and Allied Trades, Toronto, recently. Darryl Shewchuk, 23, of Port Arthur, Ontario, attained first class honours in the Ontario Department of Labour's Apprenticeship Program with an average of 79 per cent.

The course trains mechanics in the specialized industry of heavy equipment repair. This involves study of the repair and maintenance of road building, grading, and bulldozing equipment, engines, shovels and loaders.

Mr. A. W. Murray, Chief of Motive Power Trades for the Department of Labour, presented Mr. Shewchuk with an award plaque. Mr. Shewchuk is employed by Cummings Eastern Canada Ltd., Port Arthur, Ontario where he completed his apprenticeship in February. ■

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En plus des cours décrits ici, le Programme de la gestion des affaires offre à l'homme d'affaires un cours de formation bien rodé. Cela ne signifie pas que le ministère a maintenant fini de composer et de publier des cours. La gestion constitue un des domaines d'étude les plus changeants. Dans la lutte pour la vie qui marque le monde des affaires du 20^e siècle, les nouvelles méthodes, les nouvelles techniques et les nouvelles conceptions sont toujours à l'avant-garde. Les nouvelles lois et les nouvelles normes de culture infléchissent les objectifs commerciaux et les rapports de l'administration tant avec ses clients qu'avec son personnel. Le besoin de créer du nouveau, de reviser et d'améliorer ce qui existe ne semble pas vouloir décliner. Le ministère de la Main-d'oeuvre et de l'Immigration, de concert avec les ministères de l'Éducation et les représentants des affaires et de l'industrie, s'efforce de répondre à ce besoin. ■

DEPARTMENT OF MANPOWER AND IMMIGRATION
MINISTÈRE DE LA MAIN-D'OEUVRE ET DE L'IMMIGRATION

